

DIARY

Good... but not that good, eh minister?

A rather cryptic question appears on the minutes of the last Inner London Education Authority education committee meeting.

The question from ILEA councillor Andy Harris to the schools sub-committee chairman Barrie Stead asks: "Who opened ILEA's new nursery class at Hotham primary school in Wandsworth? How many metres from the school does this person live? and Will this person be sending his children to ILEA schools?"

All very curious, until you discover that the person that Mr Harris is going on about is the local MP and Home Office minister David Mellor.

In fact, Mr Mellor did not formally open the nursery class but he is a former governor of the school and is quoted in his local paper the *Putney Chronicle* as saying he has a "soft spot" for the school which is near his home.

He adds: "I have a warm admiration for the work the school headmistress Julia Elsey has been doing over the last five years. One of her dearest wishes was to establish a nursery school... The nursery class is very well equipped, and two charming young ladies have been taken on to run it."

Not charming enough, though,

apparently. For although Mr Mellor lives about 300 metres from the school he has publicized in such glowing terms, his three-year-old son, Mellor junior, will not be going to Hotham.

Mr Mellor apparently told a delegation of parents that his children would not be attending ILEA schools because the education provision by the ILEA was not of a high enough standard.

Mr Stead says: "I think it is the responsibility of all of us, and particularly as politicians, that when we praise institutions and welcome them in this way, that there is an equal responsibility upon us as to the personal decisions that we make for ourselves and our families and also the political decisions we make with regard to funding and support. In this particular case there does seem to be a lack of consistency."

Mellor senior, who is, as you might have guessed, sending his offspring to a private school, has written to Andy Harris accusing him of "seemingly boundless insolence" for pursuing him on the matter. Mr Harris has concluded that "the tone of Mr Mellor's reply suggest he might be undergoing some sort of mid-life crisis".

On a quiet note

What's black and white, comes from Ireland and gives you a headache 15 years later? No it's not a well-known brand of Irish stout, but a less well-known make of Irish piano.

And according to the music adviser of Dudley metropolitan borough, Mr D I Lewis, many of their schools have these Irish pianos, named Lindner.

"They are easily identified," says a circular on the subject he has sent to all the borough's schools, "as many of the keys do not sound from time to time; the unreliable notes tend to be white, though occasionally the black ones are

just as temperamental."

The trouble stems from the early 1970s apparently, when a batch of metal moving its way from the Ruhr to the Lindner workshop in Dublin was exposed to water vapour in the mouth of the River Liffey. The pianos were of a design which incorporates plastic keys on metal hinges (a design which won them an appearance on TV's *Tomorrow's World*, incidentally) and it is those pianos whose hinges are made of the affected metal which are presenting problems.

According to Mr Lewis: "These pianos are perfectly OK apart from most of the notes not sounding, and when all is well can play very nicely." He says the pianos will receive new Dutch keyboards which will "bring the instruments to life". Play it again, Samus.



It's for you-hoo

The Department of Education has the reputation of being the slowest at Whitehall to answer its phone. This may all change from Monday when the Department has a new telephone number (934 9000) and a new high tech system. It must be pretty impressive as every civil servant in the building is being given a two-hour training course on how to use the telephone.

Answering to the children

In the wake of the Ponting case it seems to be the in thing to reveal the hitherto secret affairs of juries. So allow me to reveal the contents of a note passed by the jury to the judge in last week's hearing involving Tom Scott of the anti-caning organization STOPP.

Mr Scott was being sued for libel because he alleged that a headmistress had caned infant children. In fact, she had only smacked them. Mr Scott

explained at length that smacking was just as repellent to him as caning. The jury then passed their note to the judge. It said quite simply: "Does Mr Scott have any children?"

It later came out in court that he doesn't. But he says that if he did he would never smack them.

Poor old Tom. Wait till he comes face to face with a truculent two-year-old, they can be more trouble than a High Court judge. Most of us just have to cope with slight gut feelings and a sore hand after administering a good hiding. Tom might one day have to answer for perjury.

Dr No, or maybe

There ought to be some educational research done on vowel sounds. I had thought that Labour's environment spokesman Dr Jack Cunningham (ex-teacher grammar school) had the most curious vowels around. But I was entranced last week by the Edinburghian rounded vowels of Angela Gordon, ex-George Watson's Ladies College and now diarist on *The Times*, when she reviewed the weekly papers on BBC radio.

Miss Gordon had spotted last week's

TES story on a new sex education film from the Responsible Society. In a film, former Conservative education minister, Dr Gerard Vaughan, is speaking impassioned (perhaps that's the word) plea to young couples to abstain from sex until they were married.

As Dr Vaughan had not married until the age of 32, Miss Gordon asked him whether he himself had abstained until that relatively advanced age. He replied that he couldn't remember. "I was one of Dr Vaughan's friends," she said, "I would be feeling a piqued."

David Lister

A 'striking' face for TV

Around this time of year, Frank Oliver, head of English at Thamesview School, Gravesend, becomes Britain's most famous teacher.

He's the man in the classroom photo, flashed up during ITN's *News at Ten* coverage of the teacher's industrial action.

And what union does Frank belong to? NUT? AMMA? NAS/UWT? Not PAT, surely. The answer is, none of them.

In his considerable years as a

teacher, Frank has never been on strike or even belonged to a union and is understandably surprised to be linked with the teachers' action. The first he knew about it was when his pupils started telling him that they had seen him on telly.

About five years ago a photographer parent asked him whether he minded having his picture taken, and Frank said "no". He forgot all about it until last year's dispute, when he started making nightly appearances with Alastair Burnet.

Does he mind being used as an example of a striking teacher? "It's not something I brood on. If people think I'm on strike I tell them to come into school while the action's on. I'll be there."

NOTICEBOARD

PEOPLE...

Dr David Hempsall, head of St Albans School, to be head of St Albans College from September 1, to succeed Mr Richard Wilkinson, who is to become head of King Edward's School, Witley.

Mrs B Chapman, deputy head of Francis Holland School, London, to be head of Ancker House School, Bevilston-on-Sea.

Mr John Mills, head of Whitelife primary school, Stockport, to be president of the English Schools Swimming Association.

Mr John Graystone, an education officer in the TUC, to be professional assistant in the education department of the Association of Metropolitan Authorities.

Mr Derek Lyne, director of Bedford College of Higher Education, to be president of the Association of Principals of Colleges.

Mr Donald Derr, a former deputy secretary at the Department of Employment, to be director of the Policy Studies Institute.

CONFERENCES...

March 13: Communication and Media Studies (16-19) conference at Mid-Kent College of Higher and Further Education. Speakers include Douglas Pridie and Cary Bazalgette. Fee £2. Details from Ian Park, Mid-Kent College, Oakwood Park, Tonbridge Road, Maidstone, Kent, ME16 8AQ, or Tel: Maidstone 56531.

March 16: National Association for Pastoral Care in Education greater London region conference on 'The Pastoral Curriculum' at William Ellis School,

London NW5. Details from Martin Baker, Whitelife School, Garesnott Road, Crickwood, London NW12 1TR.

March 29-30: The MAPE (Micros and primary education) conference will take place at the College of St Paul and St Mary, The Park, Cheltenham. Speakers include Anita Stroker, Heston, and J Morris. Details from Reg Eyr, College of St Paul and St Mary, The Park, Cheltenham, Glos GL50 2RH.

March 29-April 1: Joint Council of Language Associations conference on 'Languages for Life' at the University of Bradford. Details from Christine Wilding, JCLA Conference Administrator, Marton, Rugby.

EVENTS...

March 2: Incorporated Society of Musicians music in education section choir workshop at Winchester College of Music school, Michael Stocks, Music Inspector for Somerset, will demonstrate his approach to music education through singing with 60 members of the Taunton Children's Choir. Harrison Quay will lead a conducting masterclass. Details from ISM, 10 Stratford Place, London W1N 8AE.

March 2: The Winifred Mercier Memorial Lecture at Whitelands College, West Hill, London SW15 at 1.15pm will be given by Lord Blanche of Blois, formerly Archbishop of York, on 'Jesus of Nazareth: teacher of Israel and teacher of mankind'.

March 4-9: London Women's History Week: Museum of Mankind reference library is open to teachers and

students preparing courses, projects or undertaking research on women in other societies. A worksheet suitable for middle school pupils will be available. Details from Museum of Mankind education service, Burlington Gardens, London W1X 2EX.

March 5: BEMAS lecture on 'The head's view of leadership' by Dr Hugh Jenkins, reader in management studies at the Polytechnic of Wales, at Hounslow Manor School, Hounslow at 6pm. Tickets £1 members (£1.50 non-members), from Elsa Davies, Whitelife School, Cowley Road, Uxbridge, Middlesex or Tel: 0895 34018.

March 6: 'Teacher education in adversity' a lecture by Professor Norman Graves at 6.30 pm at the University of London Institute of Education, 20 Bedford Way, London WC1H 0AL. Admission free and without ticket.

March 19: Gifted youth - present thoughts and future prospects. A talk by Dr John Freeman on the follow-up to the 1974 Gulbenkian research project on work with gifted children aged 5 to 14 at 7.30 pm at the University of London Institute of Education, 20 Bedford Way, London WC1H 0AL. Admission at the door. National Association of Gifted Children members 50p; non-members £1. Students free.

March 16: Teaching Christianity as a world religion a short course organized by the University of Reading School of Education at St Mary's Centre, Chain Street, Reading. Details of

this and other short courses for teachers to be held by the School of Education in March from Short Courses Office, University of Reading School of Education, London Road, Reading RG1 5AQ.

March 26-28: School of College 7 - the community education dilemma a study course for senior staff of schools and FE colleges concerned with the provision for young and older adults at Cranfield Institute of Technology. The full residential fee is £77. Details from Beryl Lodge, School of Policy Studies, Cranfield Institute of Technology, Cranfield, Bedford MK43 0AL.

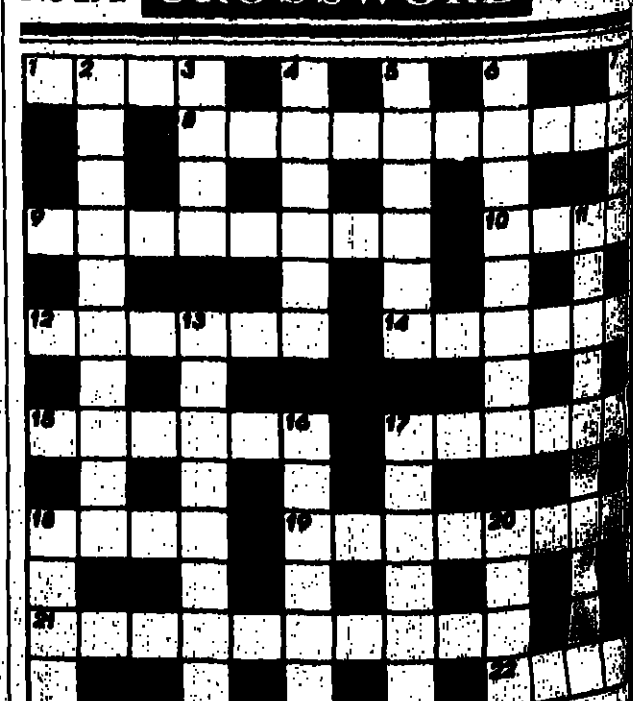
Details of courses and summer schools in Denmark and Scandinavia, organized by the Danish Institute between March and September, are available from The Danish Institute, Kulturvet 2, DK-0175 Copenhagen K, Denmark.

Special Education: The National Empire Railways Society has published a set of leaflets entitled 'A series of guidelines about special rights and responsibilities: children with special educational needs'. Twelve leaflets explain the rights and duties of parents under the 1981 Education Act, along with those of the local authorities. They are available price 80p per set including postage from the National Empire Railways Society, 11 Whitworth Street, Manchester M1 3GW.

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COURSES...

No 192 CROSSWORD by Ruth



Across

1 Make way for pedestrians (4)
2 Shaw's captain has money tied up (10)
3 Chairman's way is (8)
4 This month in Westminster (4)
5 Soda-water display (6)
6 Not being fully illuminated strikes it (11)
7 Playful competitors (6)
8 Crime of one forming an illegal union (6)
9 Extremely light (4)
10 It may be simple to gain one's attention (6)

Down

1 Whatever the cost, it could make a nice party (2,3,5)
2 Archbishop of York was the first to stop (6)
3 Look at the view (6)
4 Marking upon a mixture of gin and tonic (8)
5 I'd turn in at the entrance to a mine (6)
6 Fought mid-air strikes, perhaps (10)
7 Canonly examines

21 Weather set problem for a loved one (10)
22 Sleepy living tips (4)
23 What's the cost, it could make a nice party (2,3,5)
24 Archbishop of York was the first to stop (6)
25 Look at the view (6)
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Educational Supplement

WEDNESDAY MARCH 8 1988 NUMBER 3564

FIRST PUBLISHED 1910 PRICE 55p

Welsh schools to pioneer new A level

by Mark Jackson and Susannah Kirkman

A radical new version of A level, based on practical studies and non-traditional forms of assessment, is planned for Welsh schools. Within the next few days, schools throughout the principality will be invited to start working out courses for the new approach to certification.

The development comes within weeks of final approval by the Welsh Joint Education Committee of a similar approach to O level. Both have been triggered by the need to provide multi-status qualifications for able pupils taking new-style modular courses under the Technical and Vocational Initiative.

The WJEC expects that the courses will start in 1986. Clywd has been probing the examining body to accept the new A level because it has a fuller ability range in TVEI than most other authorities - one of its schools has a whole age group on its experiential TVEI curriculum.

The Clywd courses are likely to have about a fifth of the total assessment in the form of a final written test; the rest will be by modular assessment during the course and by various demonstrations of practical performance and project work.

But Mr Gwyn John, the WJEC's assistant examinations secretary, who is preparing an announcement to schools for March 18, says that some may submit assessment proposals which depend even less on a written exam.

Mr Gareth Newman, head of Emrys Bryn School in Abergele, Clywd, says the new A levels are an extension of the 3 A/O level courses which the school is hoping to introduce in September. The first four subjects will be information technology, tourism, business studies and television production.

Mr Newman views the courses as a new A level, the equivalent of general studies, and approval for the modular approach is won from higher education.

Dr David Ingram, the chairman of the Standing Conference on University Education and vice-chancellor of Kent University, said that SCUE was anxious to encourage universities to base entry requirements on the non-academic side. Talks have already started with the DES on widening the range of Business and Technician Education Council qualifications acceptable to universities. But Dr Ingram stressed that universities would have to make sure that standards of modular assessment matched those of more traditional A levels.

The WJEC will also have to seek formal approval from the Secondary Examination Council for the new exam. According to Mr Peter Dines, the deputy chief executive of the SEC, the council is already planning to get to grips with the modular approach. "If it's good development, then we must move heaven and earth to find a properly accredited way of assessing it. We don't want exam criteria to inhibit a good curriculum approach," he said.

The Welsh board hopes that the polytechnics, many of whom offer modular courses for degrees, will lead the way in recognizing the validity of the new approach.

Mr Pat Neale, assistant examinations secretary of the Association Examining Board, said that he knew of no English boards taking active steps to develop non-traditional versions of A level, although it was possible some were thinking about it. But the AEB is preparing to try out a modular O level/CSE in Somerset, together with the South Western Examinations Board, in the expectation that it will be part of the new CSE. Mr Neale says it is likely to be based entirely on modular assessments, with no external final exam.

Mr Neale and some of his colleagues on the English boards feel that something like the Welsh approach to A level is needed, particularly for further education and external candidates and for TVEI students.



Teachers join Wednesday's London demonstration in protest at the Government's rate-capping legislation. Both the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers took their banners on the demonstration and NUT members in three local authorities facing rate-capping - Brent, Harrogate and Inner London - struck for the day with other public service workers, closing schools.

In other areas of the country facing heavy grant penalties under the legislation, teachers' union branches sent delegates on marches and lobbied their MPs. In Sheffield, the fourth education authority to be rate-capped this year, teachers directed their protest at yesterday's budget meeting.

Protests over swim ban

Sutherland House, a day school for 28 autistic children, is caught by the move because it is technically independent. But all of its pupils are paid for by local authorities - 18 by Nottinghamshire.

The pupils had had free use of Carlton Forum swimming pool on Friday afternoons, but now the county says the school may only use it between 9 am and 5 pm for £10 an hour if no other school requires it.

The school would be able to pass on the cost through higher fees, which are paid by local authorities, but is protesting bitterly about the principle.

Mrs Bileen Hopkins, the school's development and information officer, said: "We say we must be considered on exactly the same basis as any county school. We don't want to have the leftovers from everybody else."

Swimming was very important to autistic children, she added, as it was

the only sport apart from riding where they could compete on the same terms as other children.

Nottinghamshire's policy towards independent school pupils was raised in a Commons adjournment debate in the last week by local Tory MPs Mr Michael Knowles, Mr Jim Lester, Mr Martin Brandon-Bravo and Mr Andy Stewart.

Mr Knowles described a policy that "declared war not only on children but even on handicapped children."

Structure deal hopes extinguished

by Richard Garner

Both teachers' and employers' leaders are now agreed that a deal on pay and conditions can no longer be seen as a way out of this year's pay dispute.

The National Association of Schoolmasters/Union of Women Teachers and the Assistant Masters' and Mistresses' Association joined with the National Union of Teachers in agreeing it was now a straight fight over pay. The National Association of Head Teachers also admits it is "on the back burner".

While all except the NUT still think some kind of structure deal is essential for the profession, their mood has soured with the realization that the money on offer for such a deal this year would be nowhere near as much as they had hoped.

Despite new-found agreement over what is the core of the problem, the chances of a settlement still looked doubtful this week with the teachers raising - and then re-raising - several questions about the management's offer to go to an independent conciliator. Meanwhile, the management side went for talks with ACAS, the conciliation organization.

The teachers want to know whether pay and conditions will be discussed with the conciliator and whether any more money will be available on top of the management's first and final offer of 4 per cent plus arbitration. The management says it is making the offer "without pre-conditions".

As well as questioning the management's offer, the offer of an independent conciliator Mr Doug McAvoy, deputy general secretary of the NUT, has written to the Prime Minister, asking if the Government supports the employers' proposal to refer the dispute to arbitration - and if it will finance any resulting deal through extra grants to local authorities.

However, during Question Time in the House of Commons on Tuesday, Mrs Thatcher said that extra money for the teachers would have to be met by shedding teaching jobs, cutting other sections of the education budget - or losing jobs elsewhere in the public service.

The NAS/UWT is adding five local areas to the list of 11 where guerrilla strike action was taking place this week. The five authorities are: Hereford and Worcester, Northamptonshire, Dyfed, Lancashire and Dorset. In addition, all their members in Solihull will go on a half-day strike on Tuesday.

The NUT is calling on 6,000 members in 352 schools on a three-day strike from Tuesday hitting 42 local education authorities.

This week also saw three-day strike actions involving 4,800 NUT members in 27 local areas. Pupils in some schools walked out themselves in protest at the teachers' action.

The National Association of Teachers in Further and Higher Education are balloting their members to see if they are in favour of withdrawing goodwill over their pay claim.

Biddy Passmore

English, maths, physics, literature.

Arts/Books

Brian Morton on the work of William Empson; Dylan Barber on the winning essays of a competition for young black writers; Robin Buis on television programmes about the miners' strike; John Murray-Brown on book-selling.

Resources/Media

Review of the new RM Nimbus computers; science materials and Open University pack on racism; Nick Baker looks at children's quiz programmes.

EXTRA

Primary education; computers and other top-line teaching materials; plus reviews of books and resources.

THIS WEEK

14-15: School of Work
16-17: News
18-19: Back
20: Noticeboard
21: Classified

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A better way to appraise

The thoughts on teacher appraisal which Mr David Hancock, the Permanent Secretary at the DES, delivered last week to the Industrial Society were somewhat overshadowed at the time by the full fury of the teachers' pay battle. Now that both sides are digging in for a period of recrimination and reinterpretation of the sayings of the Secretary of State, however, it could be helpful to use the pause to go back and look more carefully at what Mr Hancock was saying - and his reasons for saying it.

The fact that both employers and unions have now all but accepted that the structure negotiations are dead as far as this year's pay deal are concerned does not make the subject irrelevant. Far from it. When everyone has finally trudged reluctantly through the conciliation and/or arbitration process to arrive at something approximating to the figure the Treasury first thought of, it will be all the more necessary to have something constructive under way for the future.

Other parts of the package, to do with career structure and conditions of service, may be more hopeful ingredients for a pay deal, since the merit money element which the Education Secretary has been keen to incorporate in an appraisal system (page 8) has been one of the factors most likely to hinder any agreement at all.

But if that particular reward or retribution threat could be set on one side to allow progress to be made, it is surely possible that Sir Keith Joseph might be sufficiently impressed by developments to hold his hand on his threatened legislation, which could hardly fail to be destructive if it led to a management tool imposed from outside.

Mr Hancock's view from the DES, reported at length in last week's TES, was welcome to those who are looking at the positive aspects of teacher appraisal because he had gone to some trouble to present an unthreatening case, taking account of the questions at the back of many minds, and with any luck setting some fears to rest.

His speech put the record straight on the department's "misconstrued" intentions and motives, placing a heavy emphasis on a "system" which is

constructive, supportive and developmental", discussed the need for an "open, two-way process", with trained assessors, and was not as rigorously tied to the reward and retribution element as the Secretary of State has seemed.

Perhaps the most significant fact about appraisal, however, is that while debate has been deadlocked at national level, development of appraisal systems has been getting under way with growing enthusiasm at the local and school level. On page 21 of this week's TES, headteacher David Trethowan discusses the scheme which has been running for some years at his school, Warden Park, in West Sussex, and which his staff - in last week's issue - compared favourably with the management proposals. Next week we shall report on a rather different system being developed by the head and staff of a Hertfordshire school, which we plan to follow with other examples of self-tailored appraisal systems.

The indications are that they will not be too hard to find. The Industrial Society, which hosted last week's conference on staff appraisal, has run a dozen courses for heads on the subject in as many months, in response to demand. Michael Henley, CEO for Northamptonshire, explained to the conference the criteria for his county's appraisal project, starting at the top, with the head.

ILEA's Hargreaves Report, *Improving Secondary Schools*, mentioned a year ago a number of schemes already in use for staff development in inner London schools which might provide a basis for a trial appraisal scheme, and the signs are that the idea is spreading almost of its own volition.

In Suffolk, where the original DES-funded pilot scheme fell through last autumn - victim of the hostility on the national stage - background thinking and research have not been wasted and a brisk review of existing schemes in industry and schools is now half-way through, with a brief to report to the Education Secretary by the end of April. That review, under the direction of chief education officer, Mr Duncan Graham, is concentrating on systems already in operation and over the last six weeks the team has visited more than 40 schools which have developed individual appraisal systems

What has been significant is the wide voluntary response to Suffolk's open approach, the lack of suspicion in the teacher associations, and the fact that all the schemes looked at have grown on a voluntary basis.

Clearly many teachers - if worries about pay differentials and disciplinary outcomes were removed - would now give positive support to an appraisal system that provided personal development, the feeling that someone was interested enough to discuss how you were getting on, and feedback up the school hierarchy as well as down it. Or as the NUT put it in 1980 in *A fair way forward*, every teacher has a right to appraisal.

Perhaps the lesson from all this grassroots activity - so apparently at odds with the suspicion at the representational level - is that the time is ripe for a return to older, less oppressive methods of educational reform: a national lead on policy and guidelines, coupled with a request for I.E.A.s to report back within a given time on their 1,000 flowers, could take the teachers with it, instead of confirming their worst fears.

Mr Graham expressed his own deep reservations about a merit money link in an article in the TES last year, and it is interesting to note that they are shared by the Industrial Society. Perhaps the Cabinet and Sir Keith will get the message before another good chance has been let slip?

In any event, Suffolk has always made clear its belief in a developmental, rather than a reward and punishment, approach, and Sir Keith has continued to give his support to the work the I.E.A. is doing. It is to be hoped that Suffolk will take him with them on the next stage of the review, when the aim will be to identify the resources element, the skills, training and time needed if every teacher were to be assessed on an annual basis.

After that, the task will be to disseminate good practice, along with models, and pitfalls to avoid in the pursuit of skills, equity and justice. As David Trethowan says: "Teacher appraisal is much too valuable a tool to be used only to weed out the ineffective."

COMMENT

Grants with a grudge

Ever since the Open University first opened its mailboxes under Labour's and Jennie Lee's patronage in 1969, Conservative response to what the world has recognised as an imaginative and successful experiment has been grudging and stingy.

This year's grant announcement (page 15) continues the tradition. The Government has done the minimum recommended by the Visiting Committee to prevent actual damage to the OU in 1986.

However, it has continued the slow process of attrition, with a further grant reduction in real terms proposed for 1987 - in spite of all the evidence in the Visiting Committee's report that if the OU is to maximise its potential while making all possible economies, it needs lead funding and some development capital.

Here, Professor Robin Morris's arguments (page 14) are relevant. He maintains that investment in universities is at least as likely to bring economic benefit to the country as investment in an uncompetitive industrial sector.

On this argument, the case for investing in the OU is particularly strong. It produces not only economic university degrees, but also much needed, and highly marketable, distance learning packages for new technology and professional development.

It has to be admitted that so far, the effects of Government stinginess have not been all bad at the OU (or other universities). With its great success in the 1970s, and continued generous funding, there was every danger that



The OU would become complacent.

That has now changed. Faced with what is calculated as a £12.2 million cut over three years (a figure largely supported by the Visiting Committee) the OU has done a lot of hard and necessary thinking about how to streamline its operations.

Some of the resulting economies have made good sense but any side benefits of a forced economy programme are short-term and one-off. The need now is to provide the Open University with development funds to do what it is best at.

In recent years the Government's stinginess to the OU has seemed to verge on the pathological. Where other institutions have been given an outright grant by the DES for PICKUP courses, the OU has been given a loan and asked to pay full interest charges.

When money is being poured into the Open Tech, the OU is expected to recover all its costs on its continuing education programme.

The thousands of TES readers who have experienced the OU's successes at many levels - undergraduate, professional development, new technology

and community education courses - will find this attitude inexplicable. By the time the next grant letter comes round, it is to be hoped that Government ministers will be prepared to provide the marginal extra funding the OU needs to realise more of its great economic, social and cultural potential.

Fast work in Wales

On the face of it, the Welsh examination board's plans to award O and A levels for the modular and largely practical courses staged in some TVEI schools is radical enough (page 1). But you have to be a bit of a cynic to see the truly novel aspect - for once exams are to follow the curriculum and not the other way round.

That is not the only respect in which the Welsh board should be congratulated. It seems to have responded to schools' demands at what seems like the speed of light when compared with the normally stately progress of examination reform.

Those who see the Manpower Services Commission behind every precipitate and assumption-larding move will think the worst, but the board's speed of reaction is more likely to be the result of its unique character.

It is part of the Welsh Joint Education Committee, and beholden therefore to the Welsh education authorities rather than to the universities. In it a number of the other board taking modular courses on board, the Associated Examining Board, is similarly distanced from university rows.

Assessments for the modular courses will be based largely on coursework with only a few final examinations.

ing on a final exam. Continuous assessment is not unheard of at O or A level but the rather more radical departure is that courses based on learning-by-doing should, as it were, be assessed-by-doing.

Clearly, a great many questions surround these proposals: no doubt the board would like some of the answers too. Will "standards" be maintained? No-one has over suggested the WJEC is a soft touch as far as pass rates go - quite the opposite. But with such a radically different approach to learning, "standards" - in the sense of what children know and how many of them know it - are bound to be different.

In the eyes of the universities, with more than enough candidates to choose from, different has certainly not been equated with better of late, especially at A level.

At this stage, however, the new AO levels, expected to start in September and the A levels due to follow later are planned for subjects that are likely to be regarded as useful additional qualifications rather than matriculation requirements. They may also prove to be fitting partners for the CPVE.

In addition, this year, each of the second-round authorities received £15,000 of MSC specifically designated funds for in-service training, up from £10,000 in 1985. There have been considerable demands upon the time in the Spring term, when the needs of the children are pressing.

Examinations are not best held in the absence of their teachers, and the health is far greater than in the examination period when exams are an argument to be begged. "We have told the policy committee that we can't meet the TVEI approach, particularly with regard to problem solving."

Neville Palmer is head of Croydon High School, Croydon, Surrey. He is also a member of the Education Committee.

Second opinion Forced to spend before funds vanish

I like the MSC, not simply because it presents a wrapped-up package - although there have been packages, ranging from guidelines to planners' handbooks, in agreement with the commission for much more than this.

It has brought time, two sides of the coin, to give staff a chance for children and teachers to talk to one another - which is child-centred learning in all shapes.

It has financed industrial schemes hitherto done on the basis of enhanced careers advice. These benefits not only the "cohort" but the other pupils at the school.

It has enabled work to be done on efficient and effective use of resources and brought secondary further education closer together over before in the common parlance of "14-18 continuity". These developments have arisen from the wide subject support groups and the lecturers and teachers jointly working in establishments of their own.

It has introduced me to an interesting people - HMI, assessors, senior members of other heads, principals and colleagues, as well as a number of members of the Enterprise Board.

Above all, it has induced a business as well as academic attitude in my mind on accounting and accountability. This is when the problem TVEI is a four-year programme and, as Stuart Mackenzie (TES, February 8) "the common Lord Young's programme".

It is, however, funded money policy which, although MSC might guarantee that the schools have goods, stems from the Treasury. At the end of each financial year, the money does not even exist to pay for it - it just disappears. All funds are vanishing.

The implication for the headmaster, to any the least, is that many agencies involved in the scheme (suppliers, builders, works departments, etc.) are architects, and so on, with weather and other "pioneering" in their toll, there is a built-in ability that tasks will not be completed in time.

"Viro (MSC for transfer) to equipment", is the advice. Desperately up and down the TVEI coordinators will be looking for next year's cohort, high level equipment which might well have been superseded by updated versions by the time it is needed for use. If this figure is a tenth of the £150 million allocated to schools will buy £150,000 of equipment, as they educate tomorrow's businessmen in the ways of the world.

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NEWS

L.e.a. 'has ignored Act' on child handicap assessments

By Howard Sharron

An education authority has been accused of ignoring the law by standardising statements on handicapped children.

There is a legal requirement on L.E.A.s that such statements should be high-chance for children and teachers to special educational needs.

Parents in Rugby say that sections of the draft statements for three children are identical, although the children's disabilities are very different. They claim the duplication is typical of Warwickshire's refusal to take serious account of the 1981 Education Act or the integration of handicapped children.

Mrs Marian Connelly, whose son Adam is one of the children concerned, said: "We were astonished and very angry when we compared the draft statements on our children and found they were the same. It looks as if the statements were run off on a 14-18 continuity. These developments have arisen from the wide subject support groups and the lecturers and teachers jointly working in establishments of their own."

She wants her son, who has a chromosomal abnormality that has delayed his development, to attend a normal primary school.

But the draft statement for him says he should go to a special school on the grounds that he "needs considerable attention in a very small protective teaching environment, where all learn-

ing is carefully structured and appropriate for a child with a severe developmental delay."

Exactly the same words are used for two other children, Stephen Leonard and Lydia Dring. Yet their parents say the children's respective needs for physiotherapy and speech therapy are completely omitted in the statements.

The parents, who belong to the Link support group in Rugby, say Warwickshire's cavalier approach to statements is based on their general refusal to integrate mentally handicapped children.

They say a letter to a member of the group from Mr John Morris, county education officer (schools), has confirmed their worst suspicions.

It states: "In the absence of these additional resources, the committee was forced to assume that in Warwickshire, for the foreseeable future, the majority of children for whom formal statements are appropriate will continue to be educated in special schools."

Jane Macey, the secretary of Link, said the statements showed how determined the L.E.A. was to push the children into Brook special school in Rugby without a serious second thought.

Warwickshire's approach to the children has been condemned by Peter Newell of the Children's Legal Centre. "Warwickshire is showing a completely cynical disregard for the new law."

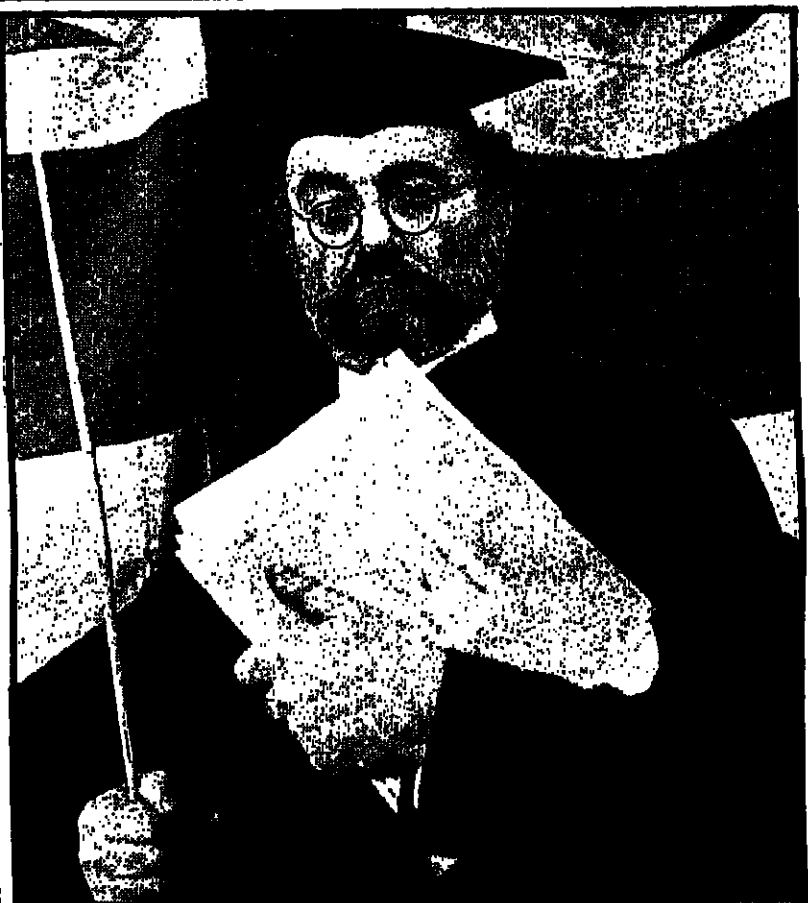
"It is absolutely clear that the 1981 Act demands formal assessments that are about children's specific individual needs. The L.E.A. is clearly trying to fit the children into its existing provision despite their needs and the wishes of their parents."

Mr Morris strongly denied that the L.E.A. had a blanket approach to children with learning difficulties. "The different statements were based on separate assessments with advice and family views being presented in each case."

"The wording on the draft statements is similar, I acknowledge, but that is because the provision the children require is very similar."

The comment on not integrating children with special needs was a general policy statement, but that did not mean that the individual needs of the children had not been fully investigated, he said.

The L.E.A. had also fully investigated the idea of a special unit on the site of a local primary school.



Crime and punishment: Teachers and children from five local primary schools came to celebrate the re-opening of Kingsley Hall in Bow, London, last week. They experienced an afternoon of Victorian school life, with both teachers and children dressing up in costume of the period. There was a strong emphasis on good behaviour, discipline and obedience. Kingsley Hall, built in 1928, is now a community centre.

Ruling provides new protection for staff on contracts

Teachers whose short-term contracts are not renewed because of staff cuts are entitled to be treated as if they had been made redundant, a judge has ruled.

The ruling was made by the Employment Appeal Tribunal which decides appeals on employment law and whose decisions are binding on industrial tribunals, though not courts throughout the country.

The presiding judge, Sir Ralph Kilner Brown, giving judgment on the case of York contract teacher Mrs Greta Fay, said his ruling would affect 20,000 short-term contract teachers in England and Wales.

Mrs Fay, of Troutdale Avenue, Manor Park, York, taught as a Scale 1 teacher at the Huntingdon comprehensive in York on a series of short-term contracts until August 1983.

North Yorkshire County Council claimed she had not been made redundant but that her contract had merely expired and not been renewed. But the judge said it was clear that the reason for the non-renewal of Mrs Fay's contract was that the school's teaching staff was being reduced because of falling rolls.

The judge overturned the ruling by a Hull industrial tribunal on February 3 last year that Mrs Fay had not been unfairly dismissed and ordered that her case should be sent back to a fresh tribunal.

He also commented that industrial tribunals in different parts of the country seemed to have been making contrary decisions about cases involving short-term contract teachers.

Although the EAT had now laid down guidelines he gave the education authority leave to appeal to the Court of Appeal for a definitive ruling on the issue.

The London Borough of Hillingdon could become the education authority to make teachers compulsorily redundant in the present round of spending cuts.

The policy and resources committee will be told on Tuesday that if the council goes ahead with a planned programme of £2.3 million education cuts it will have to abandon its policy not to make teachers redundant.

Altogether 153 teaching jobs are threatened next year because of cuts falling rolls and a planned worsening of the pupil-teacher ratio in the Conservative-controlled borough.

Mr Eddie Hales, the education chairman, said it was impossible to predict how many teachers would have to be sacked. "We have told the policy committee that we can't meet the TVEI approach, particularly with regard to problem solving."

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Other professional trainees may have to be taken in to pay way Training colleges may have to diversify

by Bert Lodge

Teacher training institutions might have to take in trainees of other professions to pay their way, said Professor Norman Graves of the London University Institute of Education.

In a lecture, Professor Graves, professor of professional studies, said the alternative was for some institutions to cut down on student intake and for others to cut out all activities but teacher training.

The problem had been created by the Government's making considerable

extra demands on the system without providing additional money. For example colleges were now required to submit their courses for accreditation both to a national and a local committee.

"As course accreditation gets under way, so the bureaucratic process of documentation, visits and inspections will develop. All these processes are labour-intensive and time-consuming. The absence of additional resources is forcing institutions to reconsider their priorities."

He said university departments of education might have to consider teaching for other professions. London University's department of staff development in higher education had recently been successful in getting contracts for training university administrators and managers in higher education.

Professor Graves added: "A firm which concentrates too long on one product is likely to fail. To diversify is to hedge one's bets as to the market's behaviour."

Compulsory tendering on services

By Biddy Passmore

The Government confirmed this week that local authorities will soon be forced to put their school meals and cleaning services out to competitive tender.

The move, expected to lead to widespread privatisation, was announced in the Commons on Monday by Mr Barney Hayhoe, a Treasury minister, at the end of a debate on public expenditure.

"It has for some years been our policy to contract work out of the public service when it is commensurate with sound management and provides good value for money with the taxpayer," he said.

But Mr Rodney Bickerstaffe, general secretary of the National Union of Public Employees (NUPE), accused the Government of "going back on the full force of the law by budgeting local authorities into privatisation against their commercial and economic judgement."

Only 41 out of 436 councils in England and Wales have decided to use private contractors, NUPE says.

Mr Bob Dunn, education junior minister, told the Commons this week that all school meals in the London boroughs of Merton and Lambeth were now supplied by private contractors.

In Harford and Worcester all school meals were provided either by private contractors or by self-help groups. At the same time Lincolnshire and Dorset had put part of their school meals provision in the hands of self-help groups. Others were considering privatisation he added.

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Michael Duffy is alarmed by the criteria for the distinction and merit awards which are to be attached to the GCSE. The real issue, he says, is curriculum control, rather than student achievement.

A tempting taste of cordon bleu

Looking through last summer's O level results, I see that 29 of our 16-year-olds - just under 9 per cent of the year group as a whole - achieved the criteria of the Distinction certificates that Sir Keith plans to introduce, with their Merit counterparts, into the impending GCSE. It may seem perverse of me in the circumstances to throw bricks at the scheme, yet Max Morris (Second Opinion, TES, February 1) was surely right to warn us that this largely non-negotiable proposal has serious implications for our schools. It is not, of course, the rewarding of good performance *per se* that is so disturbing; a candidate's good performance is already recorded in the grades awarded, and will continue to be so recorded. In any but the narrowest of political terms the double certification of high achievement would be pointless, but fairly harmless.

But that is not the primary intention, as December's quasi-consultative proposals make absolutely clear. The real issue is not student achievement but curriculum control. "The arrangements for such certificates would be so designed as to encourage the ablest candidates to pursue a suitably broad curriculum in the fourth and fifth years of secondary education... to encourage a broad and balanced programme of study," it follows that "the subjects required will need to be duly specified, while allowing a measure of choice."

So what is so alarming? At first sight certainly the specification is on familiar lines. At least seven higher grades are needed, including at least two As and not more than one C. They must include English, of course, and mathematics; a science; a modern language; history or geography; one subject from CDT, home economics, music and art/design; and one (not as might have been expected "one other" four-pointed star) from a carefully prescribed list. I believe that even on its own terms the argument for these categories is oddly unconvincing.

What really is the common learning experience across CDT, home economics, art and music? And how does the implicit claim that these subjects are in some degree interchangeable relate to the DES proposals in last summer's enormously significant note on the organization and content of the 5 to 16 curriculum that all pupils should include CDT in their programme from 11 to 16?

The clear implication is that home economics, art and music are dispensable. Yet the creative arts in this country are wealth creators, as Peter Maxwell Davies reminded us at this year's North of England conference; and home economics, though it is still undervalued in and out of school, is far more important than the DES mandarins believe. It is not only that it is obviously a subject of "practical applicability"; it is also that it lends itself so well in the hands of a good teacher to the participative, problem-solving learning to which we are being properly enjoined.

The position of science is intriguing too. What sort of "breadth and balance" is it (for there is breadth and balance within subjects as well as across them) that allows just "a science" as the minimum science component of the model curriculum. "A science" still means, for the great majority of girls, either human biology or biology. In what sense is this the "worthwhile offering of science" that Curriculum 5-16 recommended and endorsed? And how does it relate to the accurate observation, in the same document, that pupils suffer "a particular loss of opportunity" if at the age of 14 they cease to study any important element of a broad science curriculum?

True, there is some interest in the inclusion of a modern language in the criteria for the Distinction certificate and for one of the two models of Merit outlined. Hard-pressed teachers of foreign languages are likely to welcome this. How odd, though, that it



should be the suppliers of the qualification rather than its users who need this to stipulate its value. It is when we look at the less obvious

'When we look at the less obvious implications of the proposal, more fundamental reservations begin to emerge. These have to do with the nature of balance and breadth, not in particular subjects, but across the whole curriculum.'

implications of the proposal that more fundamental reservations begin to emerge. These have to do with the nature of balance and breadth, not in particular subjects, but across the whole curriculum. In particular there is tension between the high-mindedness of some more welcome DES initiatives - in the endorsement of personal and social education for instance, or of student records of achievement, or in the introduction at 17-plus of the CPVE - and the effect that on the curricula attitudes of children and (especially) their parents.

The purposes of Distinction and Merit certificates and their inevitable effect - and indeed the effect of Distinction awards alone - is to give *cordon bleu* status to a particular curriculum model. The Secretary of State may be intellectually convinced that access to such a high grade curriculum could be confined to those for whom he deems it suitable. In the real world of schools there will be few who share that conviction.

If a given curriculum is seen to be the key to examination success (and how interesting that Distinction and Merit together are seen as catering for just 25 per cent of the ability range), then a substantial majority of parents will demand for their children access to it. Indeed, they will demand more of it.

In the hope of collecting two or three more of the stipulated grades, will not be confined to the most able 25 per cent. Indeed, if the Merit certificate becomes a prerequisite for A level (as it is not), it will involve a very large number of students. Indeed, is this not the real issue? Is it the curriculum, or is it the examination? Those who are argued, particularly by those who see examination results as the only negotiable currency of the education system, that there is nothing



"Though still undervalued, home economics is far more important than the DES mandarins believe."

one option consist entirely of modular subjects, so as to enable students to widen their curriculum at this stage instead of, as is now so often the case, narrowing it?

What price any of the Hargreaves proposals? What price, indeed the CPVE, so refreshingly free of the subject obsessions of the Secretary of State? The pressure to take GCSE subjects as "results" at 17-plus and 18,

fundamentally new in Sir Keith's proposal. It will be said that it represents what in most schools is the reality of curriculum construction and choice; that it reflects, so to speak, the status quo.

Exactly. For that is surely the fundamental objection of all. The curriculum assumptions that underpin the Distinction and Merit proposals above all, the assumption that the curriculum is a collection of subjects, each with its own magical qualities of breadth and balance - are extraordinarily dated. The curriculum of the 1960s, not the 1980s, is not just that they find no place for literacy, in economics or data processing, but are increasingly important to all of us and especially to the young. They ignore the sort of learning that is above all that they intend to promote. It is above all that they intend to promote. It is above all that they intend to promote. It is above all that they intend to promote.

Private schools and councils see GCSE awards as divisive

by Susannah Kirkman

Local authorities and independent schools have criticized the GCSE Distinction and Merit awards as impractical and divisive.

Although the Association of County Councils and some independent school heads have welcomed the awards as an incentive to broaden the curriculum, they feel the proposals still leave much to be desired.

In their present form, the plans could almost exclusively affect the most able pupils and would have "little to say to the overwhelming majority of students in secondary education," says the ACC in its response to the DES consultative document.

And some independent school heads are worried that pupils from private schools will find it more difficult to achieve the awards than privately-educated youngsters.

Sir Keith Joseph, the Education Secretary, has already been accused of using the scheme to try to reintroduce levels through the back door.

To win a Distinction certificate, candidates would have to obtain grades A to C, with at least two As, in seven specified subjects, which include maths, English, a science and a foreign language. For a Merit award, pupils could have to gain either seven subjects at lower grades, an average of C or above or six subjects at C grades or better with no Ds or below.

Local authorities are also concerned about the extra demands on staffing and resources which the proposals would generate, while independent schools fear they may not have the facilities to teach subjects like CDT.

The Distinction certificate must include one subject from music, art and design, home economics or CDT.

"Not all pupils are good at music or art and most boys' schools don't run

home economics courses, which means the majority will have to do CDT, yet they may not have CDT centres," said Mrs Anne Mustoe, headmistress of St Felix School, Southwold and president of the Girls' Schools Association. Work will start in the summer on a new CDT centre for her school, but Mrs Mustoe does not think it will be ready by 1988, when the new awards are to be introduced.

Mrs Mustoe also feels that highly-achieving schools with a tradition of early specialization will find it difficult to offer a wide enough choice of subjects by 1988. The ACC has pointed out that the awards could restrict choice for candidates who might otherwise take three science subjects.

Another problem could be the lack of time limits for the certificate. "Some children may be tempted to retake subjects to get better grades, but they won't have time to fiddle around taking GCSE again if they're doing three A levels," Mrs Mustoe said.

Mr Ian Beer, headmaster of Harrow School, would like tougher requirements for the Distinction certificate, more than two A grades out of seven, and has insisted that the Merit award must include a foreign language.

It should also be possible for pupils to take drama or computer studies instead of music, art and design, home economics or CDT, Mr Beer has argued.

But he has urged the independent sector to support the new scheme. In spite of protest at the practical component of the Distinction certificate, headteachers should back Distinction and Merit awards, he told a regional meeting of *ISIS*, the Independent Schools Information Service in Harrow this week.



A school design technician has come up with a safety device for motorcycling proficiency classes - a radio transmitter which can stop every practice machine in the playground at the touch of a button.

Mr Adrian Pibworth, who works at Wrenn Comprehensive in Wellingborough, Northants, thought up the idea after he saw the potential dangers of letting inexperienced teenagers ride on the machines.

He said: "You can imagine how a motorcycle could go out of control if a child panicked. Inexperienced pupils

often lose the presence of mind to close the throttle, and keep on going."

His invention is a cigarette carton-sized transmitter linked to a switch on the motorcycle's ignition. When a button is pressed, the engine will cut out. One button can control any number of motorcycles carrying the receivers.

Up to 40 fourth-form pupils at a time take motorcycling proficiency lessons at the Wrenn school and the device is already in use. Mr Pibworth is planning to market it for use in schools and youth clubs at £150 each.

Avon CEO to retire

Mr Geoffrey Crump, chief education officer in Avon for the past seven years, is to retire in July on his 57th birthday. His early departure is for personal reasons.

"I have been a director of education since 1971 and that's a long time to be

in the job. I've been involved in education literally all my life," he said. Mr Crump joined Avon in 1972 but before then had been director of education in Oldham and in Preston. He started his career as a teacher in Walsall, and later became a schools inspector in Leicester.

NAS/UWT to organize new survey on classroom attacks

Union mounts violence study

by Richard Garner

A major investigation into attacks on teachers is to be undertaken by the second largest teaching union.

The National Association of Schoolmasters/Union of Women Teachers is asking each of its 127,000 members to complete a questionnaire on the subject, and expects to publish its results during the summer term.

Mr Graham Barnes, the union's assistant secretary, said: "Our regional offices have reported they have had an increasing number of assault cases to deal with recently - and what has concerned them has been the severity of some of the incidents."

The survey is a follow-up to a similar study in 1981 when the union contacted three negotiating secretaries in an attempt to determine the extent of violence in the classroom.

The questionnaire will ask for details of incidents involving pupils since

last September, dividing them into categories: verbal abuse, the threat of physical violence, attempted physical violence, actual physical violence, violence involving a weapon, and damage or theft of personal property.

In addition, members will be asked about pupil-to-pupil violence and whether any weapons have been used.

The questionnaire also inquires whether the teacher has been subjected to any abuse from a friend, parent or relative of a pupil. There are also questions about racial and sexual harassment by pupils.

Mr Barnes said the union had initially thought of only asking for details of male sexual harassment of female teachers but - on conducting a pilot questionnaire in parts of Sandwell and Warwickshire - had found one male teacher complaining of sexual harassment from a female pupil.

One of the survey's aims is to find out if incidents are more likely to occur at certain times of the day or if a teacher is taking a class he or she does not normally teach.

Members will also be asked to assess whether the situation has deteriorated over the last five years - and whether the blame can be pinned on such factors as the abolition of corporal punishment, large classes or the unwillingness of the headteacher or local education authority to face up to discipline problems.

Mr Fred Smithies, general secretary of the union, added: "The survey indicates our anxiety about a growing problem of pupil violence and serious disorder in schools. The survey will help to establish an accurate picture of the problem as it is in 1985."

Sir Keith's cuts pledge to WEA

Sir Keith Joseph, the Education Secretary, "promised the Workers' Educational Association he will review cuts in their grants if they can attract more students to their courses."

At the Polytechnic of the South Bank, in London, called to discuss the association's future after the Department of Education and Science's decision to cut their grant by 8½ per cent over the next three years.

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Common core curriculum not too limiting, says chief HMI

by Howard Sharron

A common core curriculum would not be too restrictive for teachers, Mr Eric Bolton, the senior chief HMI, predicted last week.

The Government, in pursuing a common curriculum, did not intend central direction of syllabuses, programmes of work or how teaching and learning should be organized, he said. But, Mr Bolton admitted, there was an unstoppable momentum towards such a curriculum. And any agreed framework for the curriculum would "inevitably limit somewhat the freedom of individual schools and teachers".

Mr Bolton, delivering a lecture in Birmingham, went on to suggest that primary schools could be greatly affected by a common curriculum. The two key issues in primary schools were what constituted a worthwhile and manageable broad curriculum for all pupils, and what balance should be struck between class and specialist teaching for older pupils.

Quoting HMI reports he said a considerable proportion of teachers in primary schools had difficulties in some parts of the curriculum in selecting and utilizing subject matter.

"Science is an outstanding example and one in which no individual item of observational or experimental work occurred in as many as 80 per cent of schools of any size."

Mr Bolton said there was evidence that the desire to create a wide range of options and meet increasing demands for specialization had resulted in desperate organizational problems in schools.

These had made it difficult for teachers to coordinate the learning of pupils, to plan and consult together and gain an overall view of the schools' curriculum and their contribution to it.

And a large number of options in secondary schools were not often effectively available to individual pupils. Nor did they result in a balanced and coherent programme of learning for pupils.

Other concerns in secondary schools were inappropriate programmes for the most able, and also for the pupils who were below average but did not

need remedial help. This latter group, said Mr Bolton, often spent their time on mechanical tasks "with too little context to evoke interest or relate learning to their real lives."

Such deep-seated problems had convinced HMI Inspectorate that it was important to establish priorities and keep the curriculum within reasonable limits.

Although the development in the 1960s and 70s towards more expressive, experimental and child-centred teaching had been great benefits, particularly for the expansion of the curriculum, it had resulted in unacceptable variations in the quality of teaching.

Many teachers, forced to adopt a more pragmatic approach to teaching by the desire of parents and pupils for exam results, no longer knew where they stood.

Mr Bolton said: "The increase in the breadth of provision; the push of curriculum development; the pursuit of common educational purposes and objectives for children of all abilities and backgrounds and the long-running debate about child-centred or subject-centred, progressive and traditional methods and process versus content have left many teachers confused about what they should be doing."

This confusion, the financial constraints on the service and social changes like youth unemployment, the influx of immigrant children and rapid changes in new technology all pointed towards the need for a greater emphasis on the purposes of education, value for money and equality of the system generally, said Mr Bolton.

If teachers were to implement successfully varied programmes for different children they required expectations which had to be based on how children of similar ages and circumstances performed in comparison with their own pupils, locally and nationally.

Teachers had nothing to fear from the establishment of reasonable objectives. If taken from the best practice and an informed knowledge of children and what it was believed children could give direction and purpose to education and still leave room for experiments.



Former NUT general secretary, Sir Ronald Gould, married his childhood sweetheart Mrs Evelyn Little last month at Goring-on-Sea, Sussex. The couple were childhood sweethearts 65 years ago but were forbidden to meet by their parents. Evelyn Little later married and went to live in Uruguay. Then 18 months ago the widowed Mrs Little wrote to Sir Ronald and the relationship was formed again.

Pupils' need for guide to curriculum is stressed

Nowadays schools invariably explain their curricula to parents, but they make the mistake of thinking that pupils do not need a similar guide, according to Professor Jean Rudduck of Sheffield University.

Professor Rudduck told a meeting of the Society for Research in Higher Education at Nottingham that teaching might be more effective if the meaning of the curriculum was explained to pupils.

It could also help, she thought, to give pupils a guide to the criteria on which their work was judged.

Teachers were in the best place to do this, and the consequent understanding of what they were about would help to keep them alive professionally, lend zest to their teaching and prove more effective with pupils.

Professor Rudduck also said that if teachers wanted to be heard in the education debate they would have to do some serious research. But she foresaw difficulties with local education authorities who did not see research as part of a teacher's job. Difficulties with academics who looked down on research outside universities;

and difficulties in getting at the results of existing work.

"We need teachers involved in qualitative research if we are really to know what is going on in the classroom," she said. What was needed was "single instance" study directly relevant to a teacher's work rather than research which dealt only in generalities.

Urging training institutions to provide the necessary ground work for small-scale research in schools, she said such work would not interrupt the normal curriculum. "Research is a way of giving power to teachers. It is crucial to the vitality of teaching."

Mr Robert Clayton, principal of St Martin's College, Lancaster, said pressure for teacher assessment from the Secretary of State for Education should make teachers reflect on the need to do some research.

Professor John Merritt, of the Open University, provided a sceptical footnote to the discussion: "I have nightmares about research. It is all very intriguing, a sort of mental masturbation, but an enormous amount of it is in pursuit of questions to which nobody is interested in the answers."

IN BRIEF

Building study

Sir George Moseley, who retired as permanent secretary of the Department of the Environment, has been commissioned by Joseph, the Education Society, to carry out an efficiency study of the Department of Education's buildings.

Fees increase

Tuition fees for students and higher education courses will rise by 4 per cent in the new 1985-86. A rate of £1,632 for postgraduate courses and for first degree and other courses.

End of debate

Rochdale has agreed a reorganization plan for its schools after five years of debate. It proposes to close three primary schools, merge others and create two six-form colleges. Labour opposition councillors have branded the scheme a "hotch potch".

Late start plan

A plan to ease the payment of fees, especially for parents whose late decision to send their children to independent schools, has been backed by ISIS, the Independent Schools Information Service, and the Westminster Bank.

Job-share scheme

The Socialist Educational Association has submitted a resolution to the Party women's conference to be held in Bournemouth in June. It asks local education authorities to investigate the possibilities of job-sharing, suggesting an experimental scheme.

Dearer listening

Oxford University is to increase its fee for outsiders listening to lectures from £35 to £250 a term to raise more money from foreign students and nearby colleges. The fee increase will not affect institutions with close links with the university.

Energy at risk

Energy-saving programmes in schools and colleges worth £3 million a year are being put at risk by Government cuts, according to the Inner London Education Authority. It wants to spend £9 million on energy conservation measures to make the savings. It is being prevented by Government capital spending restrictions. It says.

GCSE exam aid

The Open University has been commissioned by the Secretary of State for Education to produce teaching materials to help teachers prepare for the new GCSE exam. The materials will cover the 19 subjects for which the criteria have been prepared.

Taylor says no

The chairman and many members of the Taylor committee, which reported in 1977 on how schools should be governed, have called for Sir Kenneth Joseph, the Education Secretary, to implement their recommendations. The governing bodies should have the same number of representatives from the local authority, teachers, parents and the community, they say.

L.e.a.s refuse

Outer London boroughs are expected to join the London Boroughs Association in refusing to pay higher charges for further education students at inner London Colleges. The boroughs pay the levy, known as differential recruitment charges, according to a nationally agreed formula. But the Inner London Education Authority is demanding an extra 8 per cent because of higher costs.

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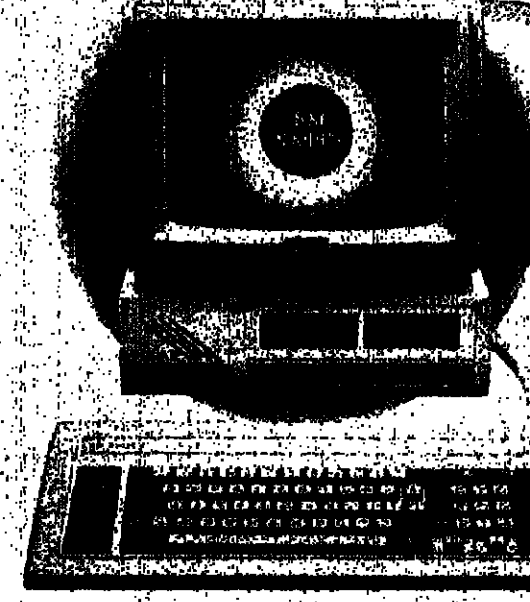
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NEW YORK MIAMI

Arrested teacher wins record damages

by Carmel McQuaid



Anne Walsh - £4,000 award

A Belfast teacher has won the highest ever damages award for an illegal arrest in Northern Ireland.

Mrs Anne Walsh, 28, was awarded £4,000 by a High Court judge for unlawful arrest.

The court heard that in October 1980 Mrs Walsh was taken from her home at 6.30 A.M. by a van, driven to Springfield Road barracks where she was photographed, weighed and measured without explanation.

She told the court: "I felt I was being treated as a criminal and wasn't given a chance to say anything."

After being held for about two hours she was released with no apology or reassurance that it would not happen again. She understood that it was a case of mistaken identity with someone else having used her name.

But her problems did not end there, the Lord Chief Justice, Lord Lowry, heard.

At the time of the incident Mrs Walsh was employed as a supply teacher and was embarrassed because children at her school, which was nearby, would have been aware of what happened.

In fact, she was not back in the school again until she had married and changed her name.

Mrs Walsh said she still had nightmares about what had happened. She brought actions against the Ministry of Defence claiming wrongful arrest, wrongful imprisonment, assault, battery and trespass by military personnel. Her claim for compensation included one for exemplary damages.

Awarding her £4,000 damages Lord Lowry said Mrs Walsh had undergone a frightening experience. He made it clear that the award included an amount for exemplary damages to mark the court's disapproval of the briefing before her arrest when it was stated that Mrs Walsh was thought to be associating with a member of an illegal organization.

The Army was ordered to destroy the photographs and documents relating to the arrest.

In a statement after the hearing Mrs Walsh said: "At no time was I out for financial gain and I hope the award will save others from going through the same ordeal."

INDUSTRIAL
ACTION
ROUND-UP

NEWS

Richard Garner assesses the latest developments in the teachers' salary dispute

Structure deal ruled out for '85

After two weeks of bitter recrimination in the teachers' pay dispute, a deal linking pay and conditions looks further away than ever. It is likely to be out of the question for the lifetime of this Parliament.

It now emerges that Sir Keith Joseph, the Education Secretary, had in mind a 5 per cent ceiling for any deal emerging from the structure talks - although there is no mention of this in the minutes of the November 14 meeting he had with local authority leaders to discuss their pay package.

Local authority leaders admitted privately that they could live with this if a later settlement date than April 1, 1985, was agreed - because the cost would then be substantially less than the extra 7½ per cent they had estimated the package would cost in its first full year of implementation.

However, the second largest teachers' union - the National Association of Schoolmasters/Union of Women Teachers, which opposed the National Union of Teachers' decision to pull teachers out of the talks - now acknowledges that it looks certain there could never have been a negotiated settlement given the figures Sir Keith was talking about.

After a private meeting with Sir Keith last week, Mr Fred Smithies, general secretary of the NAS/UWT, said: "Sir Keith expects teachers to get used to a life of being underpaid."

He added that he believed the salaries campaign which began with strikes last year would continue in the same vein in 1986 and 1987 "although possibly with a General Election in the offing they might be more receptive to public opinion."

The mood of pessimism shown this week over the future of any salary structure discussions seems justified by a further reading of the minutes of the November meeting between Sir Keith and the local authorities, which have now been obtained by the NUT.

Sir Keith clearly had serious reservations about what the local authorities were proposing and queried whether there was "a sharp enough link" between the planned pay structure and the effectiveness of a teacher - and DES officials lamented the compression of differentials.

The local authorities, in reply, said it was their firm intention that teachers should not progress up the pay scales unless their performance merited such rises. They stipulated that annual increments could be withheld if the annual appraisal produced unsatisfactory results.

When teachers' leaders reacted with anger to this suggestion, they sought to allay their fears by saying that the provision already existed. However, the minutes of the meeting say: "They (the local authorities) accepted that the present provision for the withholding of increments was rarely used; but they maintained that a change of attitude would come with the introduction of a new scheme and that this integral part of the proposed package would be operated effectively."

"It would be the role of the L.E.A.s and their advisers to ensure that it did work properly. In the last analysis, the Government would have to take on

trust the authorities' firm intention to operate a main professional grade rigorously."

On the question of merit pay, the local authorities felt their scheme for allowing teachers to go on semi-sabbatical fellowships would encourage excellence but Sir Keith said that enhanced pay for excellent teachers was a central element of any package likely to be acceptable to the Government.

"It was crucial to be able to offer differential pay to teachers ranging

from the less able to the outstanding," the minutes add.

After reading the minutes, Mr Fred Jarvis accused the employers - and Mr Philip Merridale, their leader, in particular - of "lying" to the teachers over what was on offer.

He said he had repeatedly questioned Mr Merridale about what was on offer - and found the answers to be evasive, adding that at no time was he informed that the whole package could not be implemented by April 1, 1985.

The employers' view is that Mr Jarvis might have learned more about the implications and financing of the package if he and his union had been prepared to discuss it with them - instead of walking out of the talks at the first meeting after the document had been tabled.

Indeed, they go so far as to say that Mr Jarvis never asked: "Is this money available on April 1, 1985?" during the salary negotiations.

The minutes of the Burnham meet-

ing, the teachers' pay negotiating body, on January 28, appear to support that contention, with Mr Jarvis repeatedly questioning the same point on what the Secretary of State said and asking them: "Where are they (the management panel) now?"

Mr Merridale, in reply, referred to the letter sent by Sir Keith to employers on July 5 in which he indicated his "own readiness to consider such a package at any time, and, in my judgement, it has sufficient merit, to commend it to my colleagues..."

Mr Merridale indicated that Sir Keith had reiterated this view on seeing the management's package adding: "That is the basis upon which we were talking and it has not changed and there is no great plot or drama. Mr Jarvis to threaten his blood pressure with that."

The same theme of accusation and counter-accusation emerged in correspondence between Sir Keith and Mr Giles Radice, Labour's shadow education spokesman. Sir Keith told Mr Radice that it was "quite preposterous" for him to suggest that he had "scuppered the chances of settling the teachers dispute" (see letter this page).

Mr Radice replied by saying Sir Keith had been "totally unhelpful" adding: "Your failure to secure the money the education budget would need to finance a new salary structure or to honour an independent arbitrator's award makes a just and sensible settlement to this dispute impossible."

"You must go back to your colleagues and secure the extra money our teachers deserve and our schools need."

What everyone does appear to be agreed on, however, is that there is now no prospect of any progress on the structure talks during this year's pay negotiations.

Both the employers and the NAS/UWT have come round to this position since the breakdown of negotiations three weeks ago. The Assistant Masters' and Mistresses' Association, too, at its weekend executive meeting, acknowledged this - setting its face against any form of industrial action and in favour of arbitration and pursuing an interim claim for this year only.

For the employers, Mr Brian Rudge, secretary of the management panel, in a letter to Mr Jarvis, said: "With April fast approaching, it is now beyond all bounds that we can produce between us a completely new structure and career pattern in time for the 1985 pay settlement."

"For this round we are therefore talking of a straight pay award for April 1985, which will in itself do little to resolve the more deep-seated and long-standing problems."

He added that the management stood by its offer of arbitration or the offer of a 4 per cent increase.

● Pupils at several secondary schools in Newcastle walked out last week in protest at their teachers' strike.

INDUSTRIAL
ACTION
ROUND-UP

NEWS

Classes go by the board at Horsforth...

Bert Lodge looks at the effects of the strikes in one Yorkshire school

A special board displays daily in Horsforth School: "Classes at risk tomorrow." On the last Monday in February it was easier for it just to display those not at risk. For not only were NUT members - 33 out of a teaching force of 60 - due to strike for three days but, in the event, they were joined for half a day by the 15 members of the NAS/UWT.

"We operated the Continental system," explained David Ridgway, the deputy head and a member of another union, AMMA, not yet into striking. "The pupils came for a class then went. Mind you, I'm sure a percentage were playing the system - telling one thing at home then suiting themselves. I imagine the main shopping centre saw more of our children last week than it does normally."

Horsforth, five miles from Leeds city centre (and the biggest village in England according to the Guinness Book of Records) had been chosen by the NUT to be one of the first to taste having half the staff on strike for half the week.

The school, a purpose-built comprehensive only 12 years old, stands high up the side of the Aire Valley. Its russet-bricked baffle deliberately windowless and turned square on to the flight path of the Leeds-Bradford Airport little more than a mile away. The "village", long a fashionable dormitory for Leeds, has two council estates among the good sprinkling of detached stone-built mill-master houses.

Why Horsforth? "Which school is decided at Doncaster, the NUT regional office," John Gannon, chemistry master and union rep, explained. "It's probably because we have quite a strong membership here."

Strong - 33 out of 60? "Well, yes, particularly as the NAS/UWT is very strong in Leeds," he added. And were all 33 agreed on the strike? "We had a ballot and only four were against. Many people thought hard about it but at this stage concluded it was the only thing open to them. We are torn between commitment to the job and if nothing is done - what is going to happen to the job."

John Gannon was convinced the three-day "down-tools" had been worthwhile. "Already our action has had more impact on the people round here than one year of the miners' strike. A good number of our members were out with leaflets. We pushed them through about 7,000 letter-boxes."

Not nearly enough, though, to prevent a few parents complaining. "I think we had three letters, two phone calls and three visits," said the head, Ian Philip. "One was a complaint from the local librarian."

David Ridgway emphasized that at least they had not been inundated with complaints. "Of course that might indicate apathy on parents' part - or underestimating."

Several staff remarked that following so close upon half term many pupils treated it as little more than an extension. But it was not so much in the classrooms as in the canteen where the biggest impact was felt.

Last Tuesday I had just 27 children to feed - and 21 staff to feed 'em," said Mrs Jean Wood, catering supervisor.

"On Wednesday I had 35 and on Thursday it went down to 45. Yet it costs about £250 a week in wages to keep this kitchen going. And the waste isn't so bad in a primary or middle school because they don't have a cafeteria. There's just two, three or

four choices and you can say, 'Don't put that on, we'll freeze it for another day.' But if you're offering a wide variety there are some things you can't freeze."

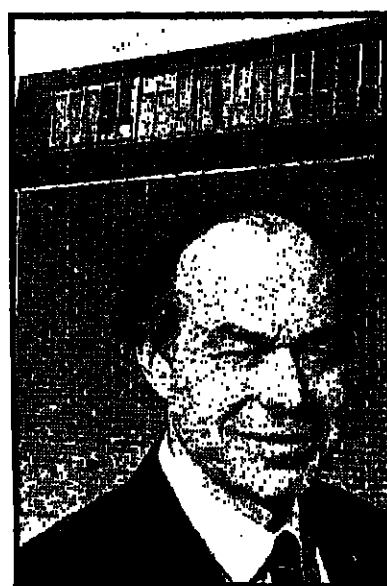
Mrs Wood's staff are worried about their hours being reduced. And this is not so much a consequence of the three days last week - although the take-up after an interruption always falls a bit, according to Ian Philip - as the continuing withdrawal of teachers' goodwill including readiness to supervise at lunchtime.

With the one or two volunteers still remaining Mr Philip reckons he can supervise with safety only the free dinners plus the first year instead of the

550 on a normal day. David Ridgway also sees the long-term withdrawal of goodwill as affecting him and the school much more than a temporary total stoppage. "It helps if you're a staff that previously got on well together and we did do here. All the same I feel to be in the middle. When substituting staff I take care nobody does more than their share (or AMMA would be overburdened). I keep an open record and anybody can look at it."

Moreover, classes are not kept when they should be sent home according to agreed union guidelines. And relations between unions here are good. But talking around outside it seems that union reps can interpret their guidelines in different ways.

But the action was also hitting other areas. "We are cancelling six or seven residential trips," Ian Philip said sadly. "That includes the French exchange where 35 pupils come over here and



Ian Philip

stay from the last week of this term to the first week of the summer term. Similarly no coaching, no inter-school fixtures..."

Among older pupils there was a general acceptance that teachers had a genuine grievance but less agreement that they were airing it in the right way.

Exams target for union

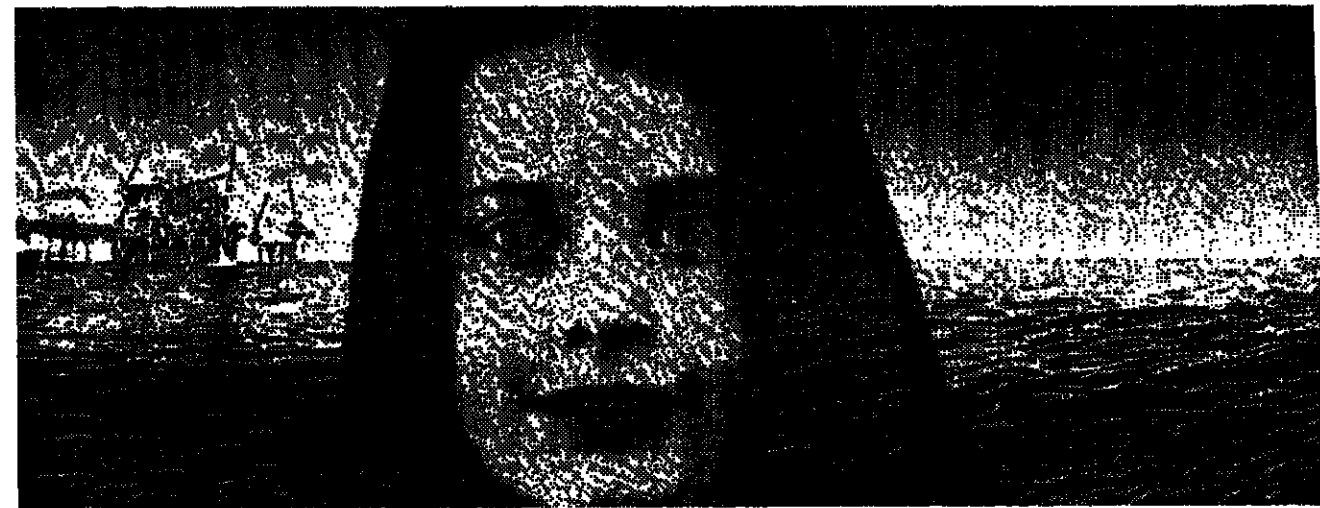
by Richard Garner

NAS/UWT members in Solihull have given overwhelming support for industrial action which would disrupt examinations.

This comes in a ballot ordered as a result of Conservative-controlled Solihull Council's court injunction against a half-day strike planned in the authority last week.

The NAS/UWT balloted its 600 members in the authority on both strike action and on withdrawal of goodwill following the High Court injunction. The union said that 83 per cent of those who voted were in favour of strike action - while 88 per cent were in favour of withdrawing goodwill, including walking out of the invigilation of examinations which went on beyond the normal end of the school session.

Leaders of the NAS/UWT are thinking in terms of a boycott of all preparatory work on the new GCSE 16-plus examination, which could delay its implementation. The authority has now said teachers it plans to deduct £2 from their wages every time they refuse to cover for an absent colleague.



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SDP restate no-strike plan

But industrial action was not the way for teachers to improve their lot. "For teachers to allow themselves to be represented as 'willing to maintain children's educational opportunities to further their ends is a dangerous weapon to hand to the Government and the leadership of the teachers' unions should think again," he said.

Dr Owen argued that a no-strike agreement must be a prominent feature of a new Teachers' Charter, which would also include five-yearly reviews of headships and an independent assessment system. Independent assessment should be part of a scheme for professional development, with a commitment from the employer to provide in-service training and an obligation on the teacher to take it.

An even more radical change, he suggested, would be to see the teacher

used an independent review with "far tougher terms of reference" than some union leaders were currently prepared to accept.

In the shorter term, he proposed that "pendulum" or "single option" arbitration - under which the arbitrator does not split the difference but simply chooses between the claim and the offer - would provide a way out of the current impasse because it would force both sides to be reasonable.

The SDP leader attacked the Government's economic strategy which, he said, appeared to rely on "low skill, low value, non-tradeable employment." The SDP should rather be to said, "with a broad grounding in the principles underlying the new technology - notably maths, physics and

English."

He echoed calls by the SDP spokesman for an extension of the Youth Training Scheme to two years and for maintenance grants to 16-year-olds from poor families to encourage them to stay on at school.

The Government had shown favouritism towards the Manpower Services Commission and had tended to elbow out the teaching profession; the SDP's commitment to fresh thinking was shown by its plan to create a Department of Education, Science and Training.

Dr Owen welcomed the transformation of comprehensive into primary schools and called for primary teachers to become more involved in the play group movement.

He did not say how many of the changes he proposed should be financed out of savings from falling rolls, but seemed to suggest that the shire counties at least could not be squeezed any further.



David Owen

as serving the community rather than linked to a particular school.

But he feared that such changes in teachers' contracts and conditions would get bogged down in the Burnham machinery and therefore prop-

osed an independent review with "far tougher terms of reference" than some union leaders were currently prepared to accept.

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Bladdy Passmore

Rebuke for teacher who backed CEO

by Mike Durham

A teacher who spoke up for Newham's chief education officer, Mr James Palling, is being threatened with disciplinary action after her views were reported in *The TES*.

Dr Manju Aggarwal, who co-ordinates Asian language teaching in the borough, said she believed Mr Palling's enthusiasm for her work was one reason he was under attack by councillors. Mr Palling has been offered £25,000 to resign following what councillors have described as a "loss of confidence" in their CEO.

Her remarks were reported in *The TES* on February 15 and Newham Labour group chairman, Mr Conor McAuley, has written to the council's chief executive asking what action is to be taken against Dr Aggarwal.

He claimed this week that Dr Aggarwal had given a false impression of council policy on multicultural teaching, and was in breach of council rules in talking to the press.

Labour members have recently proposed that council employees should seek permission from committee chairmen before giving interviews. Until now, chief officers have taken overall responsibility for comments by staff.

But Dr Aggarwal seems unlikely to be disciplined. Mr McAuley has found that she is not, as he believed, a council officer under the chief executive's jurisdiction. She is employed as a teacher and the reprimand would have to come from the CEO - in other words Mr Palling himself.

Mr McAuley is now writing to Mr Palling asking him to take up the alleged breach of the council's regulations. Dr Aggarwal said she had not received any official warning.

Letters - page 18.

More courses for governors

The Inner London Education Authority is expanding its range of courses for school governors. Training will be given in interviewing and selecting staff and in implementing the authority's equal opportunities policies.

The new courses will supplement the programme of half-day training sessions recently introduced by the authority in collaboration with the London branch of the National Association of Governors and Managers.

Special courses will be available for chairs and other governors who interview staff, for the governors of colleges and adult education institutes and for existing and prospective governors from ethnic minorities.

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Caning Bill emerges unscathed

by Biddy Passmore

The much-maligned Government Bill giving parents the right to prevent schools administering corporal punishment to their children has emerged without a word altered from its Committee Stage in the Commons. All attempts by both Tory and Opposition MPs to amend the Bill were either defeated or abandoned.

Now the Bill, which provides for schools to keep a register of the children who may be beaten, is most unlikely to be substantially amended unless the Lords decide to make a stand.

But Mr Bob Dunn, the education junior minister representing the Government on the committee, did promise to consider amending the Bill at its Report Stage to spell out more clearly who can administer corporal punishment.

He was warned by MPs, including Mr Robert Key, Tory member for Salisbury, and Mr Andrew Bennett, a

Labour education spokesman, that the Bill as currently worded could allow ancillary staff (such as caretakers to beat children. (It simply refers to "a member of the staff".)

But Mr Dunn refused to support amendments which would restrict the right to headteachers, those acting on their authority, or teachers with at least three years' experience. The Government wanted it to rest with anyone acting *in loco parentis*, he said - and that could include such staff as matrons.

The minister also said he was prepared to extend the Bill to cover truancy or disruptive pupils in institutions run by voluntary organizations - although not those run by social services departments. And he half-promised an amendment to stop schools expelling pupils after their parents had asked for them to be exempted from corporal punishment.

However, all other suggestions fell

on stony ground. Mr Dunn refused to lend Government backing to amendments which would have exempted all handicapped or misadjusted pupils from corporal punishment. Nor was he sympathetic to the idea of giving English, Welsh and Northern Irish pupils over 16 the right to decide for themselves if they should be subject to beating - a right that only Scottish 16-year-olds will enjoy under the Bill.

He also rejected proposals to change from an "opting-out" to an "opting-in" scheme, so that children of parents who did not express a view would be automatically exempted from corporal punishment.

Mr Dunn argued that parents who did not bother to return a form seeking their views on corporal punishment could not be held to have a philosophical conviction against it and that their children should therefore be subject to the normal disciplinary arrangements in the school.

He confirmed to MPs that the Bill would not return the form to the child who had been beaten, but that it would be sent to a teacher or parent. He also said that, where a parent objected to corporal punishment and the other did not, the teacher would prevail.

Mr Peter Newell of the Children's Legal Centre, which has mounted robust opposition to the Bill, said committee proceedings had been "preventing". The Bill would be in breach of the European Convention on Human Rights if it did not exempt "exempted" children and if it did not cover all pupils whose education was being provided out of public funds.

Interview with Tom Scott of STOPP opposite page



Cut... and dried: (left) literally, an eye-opening lesson and (right) the school body.



Susannah Kirkman visits a school which is proving that the CEE and CPVE are not mutually exclusive

The hybrid that is blooming in Bridlington

A Humber-side school is proving it can get the best of both worlds with a unique Certificate of Pre-Vocational Education based round the Certificate of Extended Education.

CPVE students at Bridlington School take up to six CEEs as part of their course, along with work simulation at the local technical college and an average of 30 days' work experience. The course is one of 18 CEE-based pilot schemes accredited by the Joint Board for Pre-Vocational Education in the run-up to CPVE.

"Our course is not a panacea, but it works very well for us," commented Dr Derek Haynes, joint co-ordinator of the scheme and acting head of Bridlington School. In 14 months since planning started, the school has forged close links with the East Riding College of Further Education and attracted an enthusiastic response from local employers, parents, teachers and students, although it has no previous experience of running pre-vocational courses.

Criteria-referencing (where a pupil's performance is compared with an absolute standard rather than other pupils' work) is part of the new course's success. "We've given the youngsters something purposeful to do," said Mr Vince Barrett, an English teacher who also co-ordinates the project. Pupils receive a profile report on each aspect of the course and the CEE tutors keep checklist profiles of objectives for each student in every subject. As well as sharing in consultation over their CEE profiles, students also keep their own log books to record work experience and new skills.

Mr Barrett is amazed at the division springing up between CEE and CPVE as he considers that many of CPVE's core objectives can be fulfilled through the vocationally-orientated CEE syllabus.

But the skilful integration of the vocational and core elements owes much to the versatility and enthusiasm of the Bridlington staff. Nearly all the CEE course tutors have had experience outside teaching, ranging from plumbing and light engineering to computing.

Four of the staff involved with the

CPVE are taking the Royal Society of Arts Vocational Tutors' Certificate and all have been involved in an in-service training programme with teachers at the college.

Yet Dr Haynes would never attempt to offer a full complement of vocational experience at the school. At present, students must choose between technical or clerical options at the college. Although it is hoped to offer them elements from both as the course expands.

Work experience takes the teenagers into local primary schools, supermarkets and factory canteens. They also make the most of Bridlington's seasonal employment by working in restaurants and hotels.

One student recently helped to repair the fruit machines in an amusement arcade. Another has been offered a permanent job at the painter where she completed her work experience.

"A 16 to 19 committee has recently been set up to co-ordinate education for youngsters, and Dr Haynes is also helping the local hospital and police station will provide more work experience.

places.

But he is adamant that many young people still need some form of single-subject certification, as part of their pre-vocational package.

"The parents' first question is 'Where can they go with the CPVE?' but with our course, any kind of progression is possible," said Dr Haynes.

He spends two afternooms a week at the technical college taking design and distribution studies, which are based on RSA Vocational Preparation courses, and a hotel and catering option based on City and Guild courses. Martin, who already has an O level, is also doing CEEs in physics, maths and health studies.

How does he fit everything in? Dr Haynes explained, "I have a timetable which is very tight, but I give them three free periods a week. CEEs in mathematics with applications and English and Business communications are compulsory for students with no qualifications in maths and English.

Dr Haynes plans to re-fit the college for next year to comply with the CPVE criteria. He would prefer a modular approach to allow more flexibility for the college options. And he would like A level students to have the chance to gain vocational subject experience to retain, regardless of the conflicting interests of different exam boards, otherwise many of our youngsters will lose out."

Haynes.

The students' aims vary considerably: 17-year-old Carl Madgwick already has three O levels and hopes to go on to do A level economics and business studies or a Business and Technician Education Council (BTEC) diploma in business studies. Catherine Clark wants to join the police force and needs the equivalent of four O levels before she can do so.

There is also a wide range of ability. From those with two or three O levels to those with CSE grades 4 and below. Out of a sixth form of 130, 36 youngsters are doing the CPVE course. This year, the numbers are expected to swell to 50.

"I'd recommend the course to anyone. It gives you the chance to do work experience, get ready for the world and get the equivalent of four to five O levels," said Martin Pugh, who is planning to take a BTEC National course in business studies.

He spends two afternooms a week at the technical college taking design and distribution studies, which are based on RSA Vocational Preparation courses, and a hotel and catering option based on City and Guild courses. Martin, who already has an O level, is also doing CEEs in physics, maths and health studies.

Tom Scott has the air of a man who knows he is going to be misunderstood or misrepresented. That defensiveness could be the natural response of someone who has just lost a libel case and faces a bill of around £36,000 for damages and legal costs.

After six years effectively promoting the Society of Teachers Opposed to Physical Punishment - as education officer he has played a high profile role - the four days in the High Court proved a depressing experience.

But his defensiveness could also stem from STOPP's unpopularity with headteachers - the National Association of Head Teachers provided assistance to Mrs Joyce White, the Essex infants' school head Mr Scott wrongly described as caning children. (Mr Scott had based his allegation on a county council report which had incorrectly listed 20 smackings at the school as 20 canings.)

Anyone less convinced that any form of physical punishment is beyond the pale might have been more willing to concede his error in describing smacking as caning. But in his book smacking is not very different from caning and he had been ready to bring expert evidence on just that issue in the libel case.

He talks emotively about the effects of physical punishment - not just the infliction of pain on children, but the way in which it leaves other children in dread of being punished.

Beating was a common feature of his own school days where he was rather unhappy. He was beaten at his prep school - his father was a self-made businessman who educated his three children privately.

He remembers rubbing up against authority at his public school - Trinity College, Glenalmond, in Tayside. And though he escaped the cane there,

New plan for dealing with the difficult

by Iola Smith

Mid Glamorgan has become the latest county council to announce a ban on corporal punishment in its schools - which will come into effect next September together with a new county-wide alternative discipline policy.

The Labour-controlled authority aroused controversy over its decision to prosecute a mother whose children remained at home because she refused to allow them to be caned at a school which retained corporal punishment. A 12-point plan outlining new discipline procedures has been devised.

Each comprehensive school will employ an additional Scale 3 teacher, (designated as a support teacher) to be responsible for discipline within the school. Duties will include advising colleagues on how to deal with difficult pupils, liaising with parents and outside agencies, and developing a relevant curriculum for reluctant pupils.

Minor misdemeanours will be dealt with within the school, but pupils with severe behaviour and learning problems will be taught in specialized units. Liaison between schools and parents will be encouraged. Suspensions will be formally implemented both at school and district level. Parents will be interviewed either by the headteacher or district education officer and any suspensions will be noted on pupils' disciplinary records.

Two-thirds of parents favour cane - MORI poll

Almost two-thirds of Britain's parents approve of corporal punishment in schools and would give permission for their own children to be caned, according to a MORI poll carried out for *The Times*.

More parents are now in favour of corporal punishment than in 1949: 62 per cent of the 604 parents questioned said they approved of caning, compared with 59 per cent 36 years ago. Thirty-three per cent of parents in *The Times* poll oppose corporal punishment.

The survey shows that caning is more favoured by men, Tory voters, the middle-aged and the skilled working class, although approval cuts across

Geraldine Hackett speaks to anti-caning campaigner Tom Scott (right) about the background and beliefs that brought him to his recent libel case.

Defiant despite a beating

It was used frequently. Even prefects were allowed to cane younger boys. "I knew from what they said that they got satisfaction from it," he says.

After graduating from Bristol University, where he studied politics and sociology, he drifted into teaching as a stop-gap while he worked out what he wanted to do.

The first few years he taught in private schools - "it just seemed easier to get jobs there". At one school he was expected to beat children. Hitting with gym shoes was a common event. "I still feel embarrassed and appalled at the whole process," he says. "After a while I stopped beating and persuaded other teachers to stop."

He started to become active in STOPP after he had left teaching

temporarily to work in a hostel for homeless people in London. At that time he wrote letters to the press and edited the newsletter.

It was at his instigation that STOPP began to employ him full-time (he only started the job on the proviso that he would raise the money for his own salary). And in 1979 STOPP moved into tiny offices in Bethnal Green, renting space from the Advisory Centre for Education. Peter Newell, from ACE, was on the STOPP committee at the time.

Mr Scott didn't want to say how

much he earns - but he has nothing like the money needed to pay off the costs of the court case.

He doesn't own a car or a house and STOPP wouldn't have the resources to raise the kind of money to pay the legal bills, he says.

The major part of STOPP's income comes from charitable trusts, though revenue comes in from affiliations (£5 a year) and the pamphlets STOPP publishes.

About 460 individual teachers and six branches of the National Union of Teachers are affiliated to STOPP.



Roughly a third of the members are not teachers, but they don't have voting rights (something Mr Scott would like changed). Mr Scott would contend STOPP represents views held by a much larger section of teachers.

The active membership of STOPP is difficult to measure, he says. There are about 40 members who act as speakers in different parts of the country. Between 70 and 80 turned up at the last annual meeting in February 1984.

Explanations for why he became a committed abolitionist are hard to come by. He rejects the simplistic notion that it was a direct response to his own experience of punishment at school.

"I did read a great deal and I was influenced by a book edited by Peter Newell called *The Last Resort*."

STOPP perceives as a political campaign, but not one that is party political.

"STOPP draws support from all political parties. Robert Carr is a sponsor, so are Shirley Williams and Neil Kinnock."

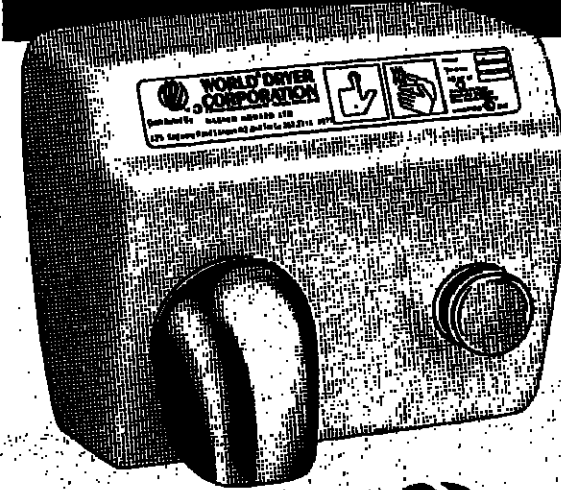
As someone involved in a single-issue campaign he is adept at ensuring his answers don't provide an easy stereotype image of the man who crowds out the rest of life by his devotion to one cause.

The libel case has been a bruising affair and, unsurprisingly, he has been toying with the idea of looking for another job. Going back to teaching does not appeal, but he might take on another campaigning role.

He won't leave in the immediate wake of the court case, however, as he would not like it thought he had anything to reproach himself for in the way he handled the libel action.

"With hindsight, it is easy to see things differently, but I don't have any regrets about the way I behaved."

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Ethnic minorities project threatened by lack of funding

A project which has drawn attention to how pre-school services discriminate against ethnic minority children could fold after being refused further Government funds.

Unequal and Under Five received £55,000 last year from the Government's Under Fives Initiative programme, a research paper was commissioned from Warwick University, and a mobile exhibition of anti-racist and multi-cultural resources designed and set up.

The exhibition was launched last December at a conference in Brixton, south London, and more than 50 requests for showings have since come in from colleges, local authorities and community groups. It was hoped that training courses for nursery nurses and child minders would be among its main users.

But Government funding ran out in January, and Department of Health and Social Security officials have refused to renew it. VOLCUP - the Voluntary Organizations Liaison Council for Under Fives, an umbrella group which oversees the project - can keep it going only until the end of the month with the help of trust funds.

An emergency application for support has been sent to the Commission for Racial Equality and its chairman, Mr Peter Newsum, said this week the request would be dealt with as a matter of urgency.

Deborah Bain, one of two coordinators running the project, said an aim for the future had been to develop a training package for people working with young children. "Our exhibition looks at the racist attitudes and practices which affect black children during their most formative years."

She said it was appalling that the

Government had refused to support such an important initiative, especially when an intense amount of interest was beginning to be shown.

The exhibition catalogues the deprivation suffered by many ethnic minority children. Some 50 per cent of families live in sub-standard housing compared with 6 per cent of whites.

It said children received negative images of black skins from an early age, and counter-images were rare. Teachers and others who work with under fives have a responsibility to learn about the effects of racism, to select books and other materials which don't contain racial bias, and to develop with children a framework out of which they can critically evaluate the media for themselves.

Possibly the last showing of the exhibition, which includes many "good" and "bad" examples of toys and books, will be at a multi-cultural education centre in Derby at the end of this month.

Elsa Dicks, general secretary of VOLCUP, said Government officials may have misjudged the project for its anti-racist, rather than multicultural, message. She added: "The reaction from people working in the field is very different. The demand is there."

A DHSS spokesman said the grant had been intended for one year only and the programme for the coming year was fully subscribed by other organizations.

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Playgroups urged to make jobless fathers welcome

Unemployment means more fathers are available to help in playgroups and it is important that they feel welcome, says a new booklet from the Pre-School Playgroups Association.

Some fathers are already on playgroup committees and take part in the PPA's training courses. One idea is to run workshops alongside playgroups where fathers might feel comfortable making and repairing toys and equipment.

The report, "Learning about parent-hood: What happens in PPA groups?", emphasizes the potential for parental

education within playgroups and mother and toddler groups. Around 500,000 families are believed to be involved.

PPA says all local authorities should consult it and other pre-school services before developing their nursery education, especially since changes may remove the parents from an educational setting.

Arrangements for children starting school should be flexible "so that children start at the stage, not age, at which they are ready".

RING THE CHANGE

The Department of Education and Science, Elizabeth House, York Road, London SE1 7PH, has a new telephone number, as from 4 March 1985:

DES
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PRIMARY



The most able children see there are top dogs in other schools too.

Berkshire is one county which has discovered that federations of small village primaries can be much more than the sum of their parts.

Report by Sarah Bayliss

Children at Bradfield Church of England primary school near Reading have got friends and acquaintances for miles around. Their school is one of 10 small village schools which three years ago formed the Kennet and Theale federation to share resources, occasions and outings.

The federation is one of four in Berkshire covering 44 small schools. The county is one of several, including Northamptonshire, Shropshire, West Sussex, Oxfordshire and more recently, Nottinghamshire, which offers special assistance to small schools.

Berkshire has been providing this extra support since 1979; each federation now has a peripatetic teacher - usually on secondment for a two-year period - and a £1,500 transport grant to cover the cost of pupils and staff travelling between schools.

Mr Alan Phillips, head of Bradfield, said this week that the advantages to pupils and staff alike had been "tremendous".

Feet groups of children could benefit considerably by being brought together, he said. An annual residential week for fourth year juniors has been established and first and second years spend several days on a nature trail. In addition, there have been whole-day workshops on subjects like craft, design and technology, as well as sports, musical events and quizzes.

"The most able children have an opportunity to see there are top dogs in other schools too," said Mr Phillips.

For the staff, there has been shared in-service training on science, humanities and the arts with assistance from peripatetic staff. These days they have little difficulty in filling a coach if they want to visit a museum or exhibition. And there have been the social spin-offs of meeting new colleagues.

Headteachers have found the scheme particularly supportive. According to Alan Phillips: "We are all teaching heads and sometimes it's

Hands across the fields

not difficult to feel you've got problems. It's nice to share them with people in the same situation - there's quite a bond between us."

Last weekend over 100 teachers, heads and part-time staff from Berkshire's small schools attended a one-day conference to explore the future of the federations.

One of the main possibilities - given the unlikelyhood of additional resources - is to convert the four peripatetic posts into supply cover to free heads and staff from some classroom responsibilities.

Mrs Pat Williams, a primary adviser working closely with the federations, explained: "In each area there's a considerable amount of expertise but it's locked up in one school or another. It would be nice if a good mathematician could be made available to more than one school."

She said that without supply cover, teaching heads didn't even have the opportunity to work alongside their own staff.

The new staffing proposals will be considered by the county's education committee later this year and an application for extra funding from the Government's educational supports grant scheme - which was unsuccessful last year - will be resubmitted.

Teachers at the conference were heartened by firm support from Mr

Peter Edwards, their director of education, who gave small schools a guarantee of security unless they had fewer than 30 pupils and were "dying on their feet".

He said pupil numbers were beginning to rise again and schools could look forward to a stable future, especially when they recognized that "what is strength" and joined forces in federations. He was "immensely confident" that the quality of education could be substantially improved through the shared experiences of federations.

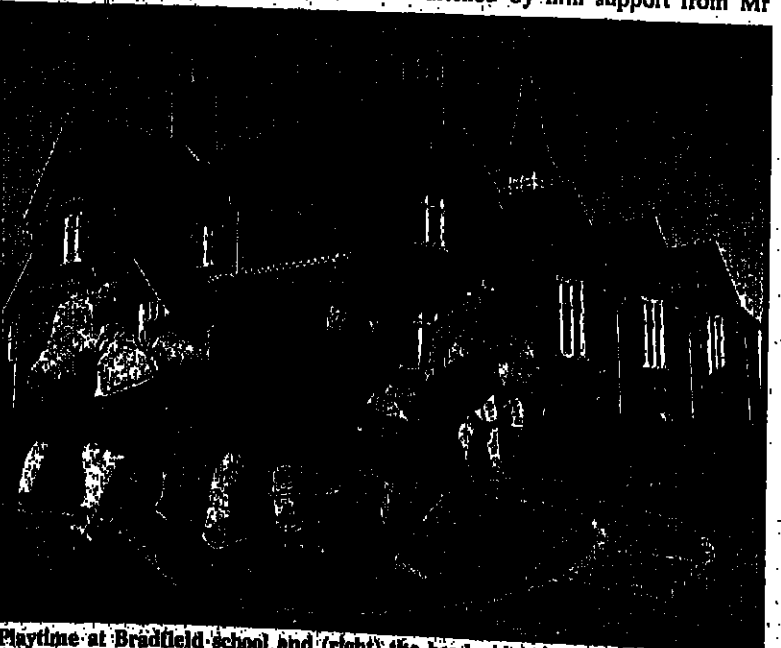
"If you pool your resources," he said, "and get into federations which you can provide an education which is in every way comparable (with most of the bigger schools)".

The benefits and virtues of small schools were increasingly being recognized by politicians and education officers: in Berkshire, there had been levelling downwards - from 45 to 30 - in the minimum number of pupils which was acceptable. Even smaller schools could sometimes be spared.

Mr Tony Walmsley, a primary adviser who was instrumental in founding the federations, echoed the director's words saying: "The quality of work that goes on in your small schools stands up very well with the work in large schools."

The cost of retaining small schools in the hands of staff was high on the other hand there were enormous social and educational benefits, not least the close involvement of parents. Transport costs should be a heavy disservice to closing schools. "Who is to say what the cost of petrol will be in 10 years' time?"

He urged primary staff to explore the possibility of changing places with a secondary colleague for a week or two. He also wanted to bring into the four federations some larger primary schools which are isolated geographically.



Playtime at Bradfield school and (right) the head, Alan Phillips.

Schools patch up emotional wounds in wake of killings

by Carmel McQuaid

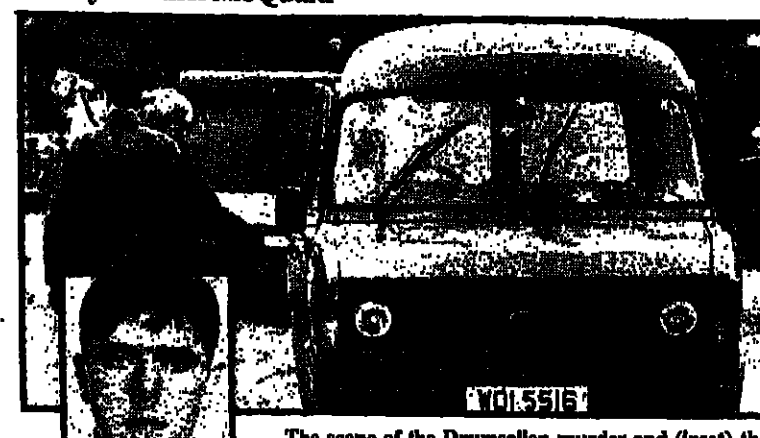
The 33 primary pupils who listened stupefied as a hail of IRA bullets struck a policeman outside their school gate at Drumsollen, Co. Armagh, a fortnight ago are now returning to their normal routine. "They seem quite happy and we are keeping them busy," a teacher said. "We can only hope they will forget about it."

The Royal Ulster Constabulary officer who died, Sergeant Frank Murphy, 30, was killed instantly when the terrorists opened fire as he was driving an unmarked red minibus out of the school. Ironically, he was taking part in an exercise designed to bring Roman Catholic and Protestant together, having just dropped off two pupils who had been competing in an inter-schools quiz.

Both the school's principal and headteacher were on leave when the attack occurred and neither of the temporary teachers realized what was happening when the first shot was fired. Initially, they assumed that the noise came from slates slipping off the roof, but seconds later, a bullet smashed through the window of the junior pupils' classroom. Most of the children automatically dived under their desks and the rest were told to stay down.

"Most were in their seats and they kept low. A few got onto the floor. It all happened so quickly . . . and it was over in a moment", one of the teachers said.

One pupil, however, had witnessed



The scene of the Drumsollen murder and (inset) the victim, Sgt Frank Murphy

the attack from a classroom window, and all the older ones emerged from the ordeal "frightened and very upset", especially the two who only minutes before had waved goodbye to the dead policeman.

One of the teachers also saw the ambushed vehicle being raked with gunfire and then career out of control and crash.

Three weeks earlier, on February 1, the 131 pupils at Derrylin primary school, near the border in Co. Fermanagh, had had a similar experience when a school bus driver, a part-time member of the Ulster Defence Regiment, was gunned down as he arrived to take a party to the swimming pool.

Mr James O'Rourke, the school principal, went out to investigate after hearing shots and discovered that the driver, Mr James Graham, 39, had been murdered in his bus. Afterwards, he gently informed the older children about the killing. "It seemed incredible to them that a man who was driving their bus could be dead."

The police subsequently cordoned off the school and the children had to be confined to the classroom and work through the lunch break.

"An air of gloom descended but we have now lived through it," Mr O'Rourke said. "The parents believe they have at last got the horror of the event out of their systems."

Ulster's under-fives losing out

by Sarah Bayliss

Under-fives growing up in Northern Ireland are even less well provided for in terms of education and day-care than their counterparts in mainland Britain.

According to Gingerbread, the self-help organization for single parents, there is only one place for every 22 children in either a playgroup, nursery class, day nursery or with a registered childminder in Northern Ireland, compared with one for every six children in England.

In a booklet about setting up under-fives facilities, Gingerbread quotes research in 1978 which showed that 72 per cent of under-fives in the Province were not provided for at all outside their own homes. The remaining 28 per cent were mostly in part-time places - not in the kind of "whole day-care" needed by single parents trying to work full-time.

Fifteen per cent were in primary schools, 3.5 per cent in nursery schools or classes, 7.5 per cent in playgroups

and a small number in mother and toddler groups. Around 1.2 per cent were with registered child-minders and 0.2 per cent in day nurseries.

Gingerbread estimates that there are 28,000 single parents in Northern Ireland, with around 60,000 children. Statistics gathered in 1983 showed that 91 per cent of the families were dependent on some state benefit for all or part of their income. Sixty-one per cent were dependent on supplementary benefit and 20 per cent on widow's benefit.

The booklet states: "In order to lift him/herself out of the poverty trap, the single parent must become the breadwinner. However, one of the most important problems preventing single parents from partaking in full or part-time work or training is the chronic lack of day-care provision in the Province . . . While Britain lags behind other EEC countries, Northern Ireland is by far the most disadvantaged region in the United Kingdom

and Europe in meeting the needs of the modern family in the field of day-care and employment."

Gingerbread underlines its concern by saying there are signs that the small number of suitable day-care places is shrinking fast because of spending cuts.

"So you want to start a day nursery? Here's how," is available from Gingerbread, 171 University Street, Belfast, BT7 1HR; price 60p.

Research into the transfer of primary children to secondary school is to be conducted in Northern Ireland, where a selective system still operates.

The first stage of the inquiry by the Northern Ireland Council for Educational Research will look at the way schools prepare children for selective tests and the extent to which this preparation affects the primary curriculum and school organization.

This will be followed by a more detailed study of a number of schools. Miss Anne Sutherland is the research officer in charge.

How to ease the transfer at 11

Most 11-year-olds experience a "major hiatus" in their education on transferring from primary to secondary school and the time for them to adjust to the new organization, specialist teachers and more tightly structured day.

A new book, *Curriculum Continuity: primary to secondary*, looks at what schools can do to ease the adjustments which pupils have to make.

The book, which was begun under the aegis of the Schools Council before the death of its director, contains contributions from seven experts. The editor, Ray Derricott, from the University of Liverpool, suggests starting points for in-service activity and offers a framework for establishing continuity between schools.

Resources are needed to pay for teachers travelling between schools, to provide an adviser or consultant and supply cover within schools.

Curriculum Continuity: primary to secondary, by Ray Derricott is published by NREB Nelson, price £5.45.

Saving the young from sexual abuse

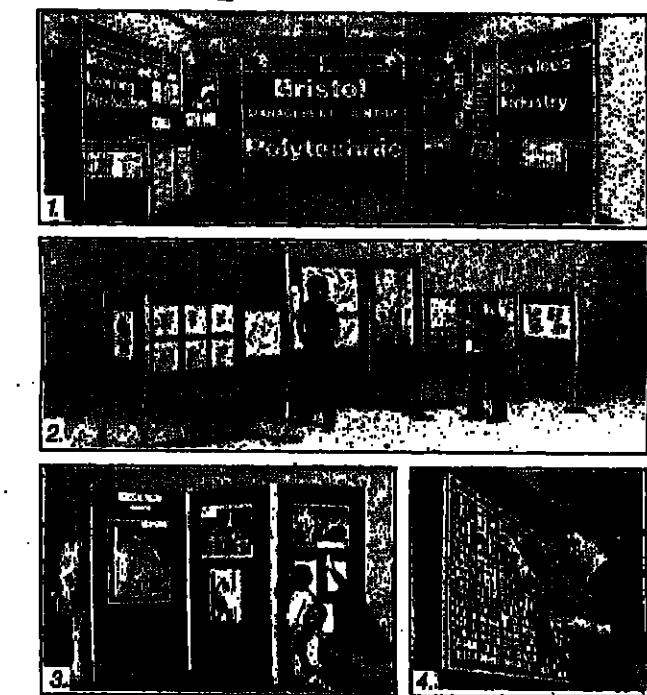
Telling children to beware of strangers does little to protect them, according to a guide for parents and teachers on how to prevent child sexual abuse.

Three-quarters of attacks are committed by someone they know: a neighbour, friend or a member of the family. Warning children to watch out for strangers is therefore "like teaching them to cross the road by looking for just the red cars," said Mrs Michele Elliott, author of *Preventing Child Sexual Assault: a practical guide to talking to children*.

The guide describes how adults can encourage children to feel uncomfortable and not to be afraid to tell someone if they have been assaulted.

Preventing Child Sexual Assault: a practical guide to talking to children, by Michele Elliott, Published by Bedford Square Press / NCVO. Available from bookshops price £1.95 or by post £2.20 from Macdonald Evans Distribution Services, Eastover Road, Plymouth PL6 7PZ.

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SCHOOL TO WORK

Jobs claim is dunked

Mr Peter Morrison, minister of state at the Department of Employment, unveiled his special "doughnut" theory of the youth labour market at the weekend.

He told Chester businessmen: "If you have only a pound to spend and the price of doughnuts doubles, you can only afford half as many doughnuts."

This proved to anyone with common sense, he pointed out, that employers would take on more trainees if their pay came down to "realistic levels".

Despite this assertion leading labour market economists gave one of Mr Morrison's own departmental experts something of a thrashing when he put this point to a recent top level conference at Warwick University.

So last weekend Mr Morrison hastened to give the Chester meeting proof that it works.

He said the electricians' union - unlike other "deeply reactionary" unions which had refused to budge on reducing youth wages - had agreed with electrical contractors two years ago to reduce apprentice pay from £41.63 to £27.88 a week.

The result, added Mr Morrison triumphantly, was that the number of apprentices taken on had trebled from 850 to 2,650 in one year.

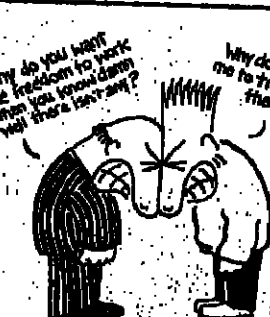
The same claim had been put forward in almost identical terms by a panellist in Radio 4's *Any Questions* programme last month. Curiously, what neither Mr Morrison nor the panellist in the radio discussion mentioned was that all the electrical apprentices had been taken on as Youth Training Scheme trainees, which meant that their pay was only costing the employers £1.63 a week, the toppling up on the £26.25 YTS allowance.

Mr Barry Sheerman, Mr Morrison's Labour shadow, commented: "Is the minister saying that employers would take on more youngsters if they got them more or less free, which proves nothing at all about the real world the rest of us live in?"

He is committing the Government to a position which is heavily as a matter of principle?"

Mr Sheerman thought it more likely that Mr Morrison and the radio speaker in not knowing that electrical apprentices had been recruited for the YTS, had both been treated badly.

Edited by
Mark Jackson



From the February issue of *Youthaid Bulletin*

14-18 PRE-VOCATIONAL EDUCATION

This 2-page report, first published in *The Times Educational Supplement* on January 11, explores the range of courses on offer.

The feature includes reports on TVEI, CPVE, the OGLI pre-vocational courses certificates and the BTEC General Awards in Business Studies.

Reprints are available, price 25p, from Lesley Griffiths, *The Times Supplements*, Priory House, St John's Lane, London EC1M 4BX.

Please make cheques/postal orders payable to *The Times Educational Supplement*.

Jobs report for Tories urges reform of school curriculum

Careers staff biased against industry

by Mike Durham

A confidential report produced for the Conservative Party claims that careers teachers are biased against jobs in industry and calls for far-reaching changes in the school curriculum.

But although it has been approved by Tory I.e.a. chairmen there are no signs that any of its recommendations are being put into practice.

The document, *The anti-industry attitude in education*, is based on a questionnaire sent to careers teachers and local authority careers officers in the greater London area.

It was drawn up by members of the London area Conservative Education Advisory Committee, and has been widely circulated in the party. A copy was sent to Sir Keith Joseph, the Education Secretary.

It claims that young people, their parents and their teachers are all to some extent prejudiced against working in industry. School-leavers prefer secure white collar jobs and think of

industry and manufacturing as "dirty work".

But careers teachers are even more biased against industry - although the teachers themselves do not admit to it - the report says.

It calls for fundamental changes in the school curriculum, with more emphasis on careers teaching and closer day-to-day links with industry. "Industry should be hammering on education's door. Let me in! should be heard loudly and clearly", it says.

More time should be given to careers lessons. On a broader front, technical and vocational courses should be offered to supplement academic studies and CSE exams should be replaced by skills certificates.

Mrs Joy Godfrey, one of the report's authors, said it had been adopted by the Conservative National Advisory Committee with little comment. But she did not know if any of the recom-

mendations on careers teaching had been taken up by local authority chairmen in Conservative areas.

"I would be very happy indeed if local authority chairmen took some of these ideas on board. I felt there was a great deal that needed to be done," Mrs Godfrey told *The TES*.

"Industry is sadly lacking in its approach to education. There is never enough information given to careers teachers. But the teachers themselves are also to blame - I would say it was 50-50."

"I felt there was a long way to go. But I have no way of knowing whether or not any of the recommendations are being acted upon."

Mr Maurice Venn, who helped write the report, said it had been agreed over a year ago. "You might say it anticipated a good deal that has happened since, although I don't believe it anticipated anything."

"But I think there is still a good deal

in it that could be very useful."

Mr Alan Vincent, vice-president of the National Association of Careers and Guidance Teachers, condemned the criticism of careers teachers as "anti-industry as 'shallow'".

He said: "Careers teachers will be very hurt to feel they are being accused of this. We are involved in many attempts to create a good balance between industry and education."

But, he added, careers teaching needed more time. "Most are doing the job as the second string to the teaching. They are often substantially committed to an academic curriculum outside their careers work and are expected to fit it into the little time available."

The association is calling for careers advisers as well as officers, and a higher status for careers teachers in schools.

Youth groups given say in shaping YTS

Youth organizations are to be represented on the key group which advises the Youth Training Board on the training requirements for the Youth Training Scheme. The move is an attempt to give young people a chance to help shape the programme.

The group is responsible for working out what the basic content of the training should be and for drawing up the standards which colleges, employers and other trainers are expected to meet.

Until now it has been made up of training specialists nominated by the employers, unions and the education service.

Because the group is regarded as a body of experts, its recommendations are almost invariably accepted by the YTB and by the Manpower Services Commission.

Although the group's task is ostensibly technical, its decisions often have highly political implications and can be crucial to the character and quality of the scheme.

The CBI representatives, who include Mr Peter Reay, of Cadbury-Schweppes; the group's chairman, have been very successful in cutting down and delaying the imposition of mandatory requirements on employers to provide specific levels of instruction and assessment.

Their most recent victory was in persuading the YTB to reject the request from the MSC's quality control officials that employers should be compelled to examine and plan some training for the staff they use to supervise trainees.

A number of highly critical views of the way the Government and the MSC's officials have treated the area manpower boards set up to supervise the YTS are expected to be expressed by many education service unions, and voluntary sector groups whose views are being sought for the MSC's review of the boards.

The Commission will decide this summer how the 55 boards which were set up two years ago shall operate after their reconstitution next year. It has invited comments on the current and future role of the boards, which offers a field day to the many bodies and individuals - including a large number of the existing area board chairmen - who feel they have been given little or no real say in the running of the scheme.

And in asking for views on the membership of the boards the Commission is bound to spark strong criticisms of a method of involving nominations which has produced predominantly white, male boards with no representatives of the trainees.

MSC relents on accident figures

The chairman of the Manpower Services Commission has instructed his officials to stop trying to restrict the circulation of figures for accidents involving Youth Training Scheme youngsters. He has told them the Commission has nothing to hide.

A circular forbidding area managers to provide the figures for any particular local authority area or parliamentary constituency has been withdrawn. Area Manpower Boards, hitherto restricted to receiving quarterly returns for their own area, will now be able to demand monthly breakdowns or ask for comparative figures for other areas.

Mr Bryan Nicholson, MSC chairman, says the figures will be available to MPs and others with a legitimate interest.

The only remaining restriction will be an absolute ban on releasing details of individual accidents unless the details have already become public from other sources such as the police or an inquest.

Mr Nicholson says that this is because the Commission wanted the facts on YTS safety to be clearly established and made known that it had commissioned an independent report from Aston University which it published last week (and which was summarized in *The TES*, February 22).

The report, said Mr Nicholson, appeared to suggest that the YTS safety record was better than that on the ordinary employment, but the Commission was aware of the dangers of such comparisons.

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Bryan Nicholson

cause of legal considerations and the need to protect the privacy of victims or their relatives. Mr Nicholson is clearly embarrassed by the circular, which has drawn fire from the trade unions - and which he sees as an act of piece of bureaucracy. "We believe that we have everything to gain by openness", he says.

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From *The TES*, February 22

NEWS

UK universities' output undervalued

The productivity of British universities is very high, compared with those of other countries, and brings considerable economic benefit to the country, it was claimed this week.

But traditional statistical methods fail to show this up, said Professor Robin Morris, and "blind prejudice" at the highest levels of government meant that every attempt was made to obscure the economic benefits of universities.

Professor Morris, Professor of Economics, said in an inaugural lecture at Birkbeck College, "that the consequences of bias and misleading statistical methods were disastrous".

The contribution of service industries - including education and health - to the economy were undervalued. As a result the transfer to such services was not sufficiently encouraged, and was even impeded.

"We need to rid ourselves of the outdated idea that industrial activity is always and everywhere superior to all other kinds of economic activity."

However, he said that the fault did not rest solely with the Government. Negative attitudes in the profession had also contributed to the public and political undervaluing of universities.

He called for a "social compact" in which the Government undertakes to boost university expansion, and university teachers agree to give up "nostalgic practices" - notably academic tenure.

The chief constable of Northumbria has called on the Government to fund a study of school vandalism, and how to improve security.

Mr Stanley Bailey was speaking at a seminar in Sunderland on the subject of vandalism, said to be costing schools about £60 million a year in repairs and the replacement of stolen equipment.

One head teacher saw security up-terms as the solution.

Mr Dan Mullany, head of Desford Junior mixed at Seaham, County Durham, said that only one break-in attempt had been made since the installation of a security system two years ago. I the previous 18 months, vandals attacked 60 times.

Of the improved security, he said: "As a result the children and staff at my school are happier."

NEWS

Grant levels may inflict Open wounds

The OU is seriously concerned that its cash position will damage its academic fabric. Virginia Makins reports

Grant levels for the Open University, announced by the Government last week, mean that "there will be great difficulty in avoiding academic damage to the institution", according to Dr John Horlock, the OU's vice-chancellor.

The Government had taken very little account of the university's potential as a major national provider of continuing education and vocational training and updating, he said.

On the undergraduate side, there would have to be fewer courses, fewer students and poorer tutorial provision. The Government has slightly mitigated its original proposals for the OU grants in 1985 and 1986. The 1985 grant will now be £59.2 million, including an extra £360,000 for science and technology; £1.6 million has been provided for staff redundancy and early retirement.

But Dr Horlock claimed that the concessions have done little more than postpone major cuts from 1986 to 1987.

The proposed grant for 1986 takes account of some of the specific recommendations of a report from the OU's Visiting Committee, set up by Sir Keith Joseph in 1982 and asked to report on possible economies last year.

The Government has agreed to defer repayment of a £1.5 million RICKUP loan from the DES to develop professional and commercial updating courses until 1988 - though the university must continue to pay interest charges on the loan.

The Visiting Committee saw this as a minimum concession, and argued the case for converting the loan to an outright grant.

"The objects of the University shall be the advancement and dissemination of learning and knowledge by teaching and research by a diversity of means such as broadcasting and technological devices appropriate to higher education, by correspondence tuition, residential courses and seminars and in other relevant ways, and shall be to provide education of University and professional standards for its students and to promote the educational well-being of the community generally."

the OU Charter.

The Government has also decided to pay the £12 million cost of replacing the OU's computer facilities (in line with provision for other universities). And it has increased the proposed 1986 grant by £500,000, to £59.7 million.

These concessions mean that, on the OU calculations (largely accepted by the Visiting Committee) some of the £13.2 million cut between 1984 and 1986 will be postponed.

But the Government has ignored the committee's recommendation that the proposed 1987 grant should be at least as high in real terms as the grant for 1986. The indicated grant for 1987 is £59.3 million - well below even the Government's estimate of inflation at between 3 and 4 per cent.

This year, for the first time in several years, the Government has made no recommendation about the level of fees the OU should charge. The Visiting Committee suggested a "modest increase", to pay for larger financial assistance fund for students on supplementary benefit.

Its report says that an increase of 25 per cent, over and above inflation would raise the fund from £450,000 to £700,000. As in previous years, the Government grant earmarks another £600,000 to support unemployed students.

However, the visitors support the university's contention that a big enough increase to have a substantial effect on the OU's financial problems could lead to it being "a university for the relatively affluent" contrary to the intentions of its charter.

In general, the visitors report finds that the university is being asked to make savings - that means, in the medium or long term - too quickly.



Fewer students and courses and poorer tutorial provision.

The original proposals for 1986 brought "the possibility of real damage".

The concessions accepted by the Government make the task "more manageable, although still difficult because of the rapid rate of the expenditure reductions required".

But many savings the university might begin to make by changing methods of course production, and investing in new technology, cannot happen in the next two years without extra funds, says the report.

It also suggests that the OU needs pump-priming grants for its rapidly

developing work in continuing education, and recommends that it should have more flexibility in the use of its grant from the DES.

In general, the visitors' report predicts an important future for the OU in higher and continuing education, and welcomes moves for increased collaboration with other universities and polytechnics.

It suggests that OU expertise in distance learning should be used by other institutions, and that the wider use of OU materials in universities and colleges was to be welcomed and developed.

More might be done to market OU materials worldwide - and the DES should change and clarify the current financial arrangements which inhibited the efforts of the OU's marketing company.

The committee's report concludes that the OU has been a national and international success, that it has the will to change and increase cost-effectiveness, and that the Government should express its confidence in the university and its continuing role in higher and continuing education.

Homework policy call

The value of homework is being lost because schools do not have a proper policy, according to an educationist.

Homework, at present, can give rise to more family rows, school punishments and a drop in morale through slack collection and marking, says Mrs Felicity Taylor.

But, she acknowledges, homework is seen by heads as helping children to work on their own and also teaching them self discipline.

Writing in the Independent Schools Information Service newsletter, she says a homework policy is needed which can be worked out by the schools in consultation with parents.

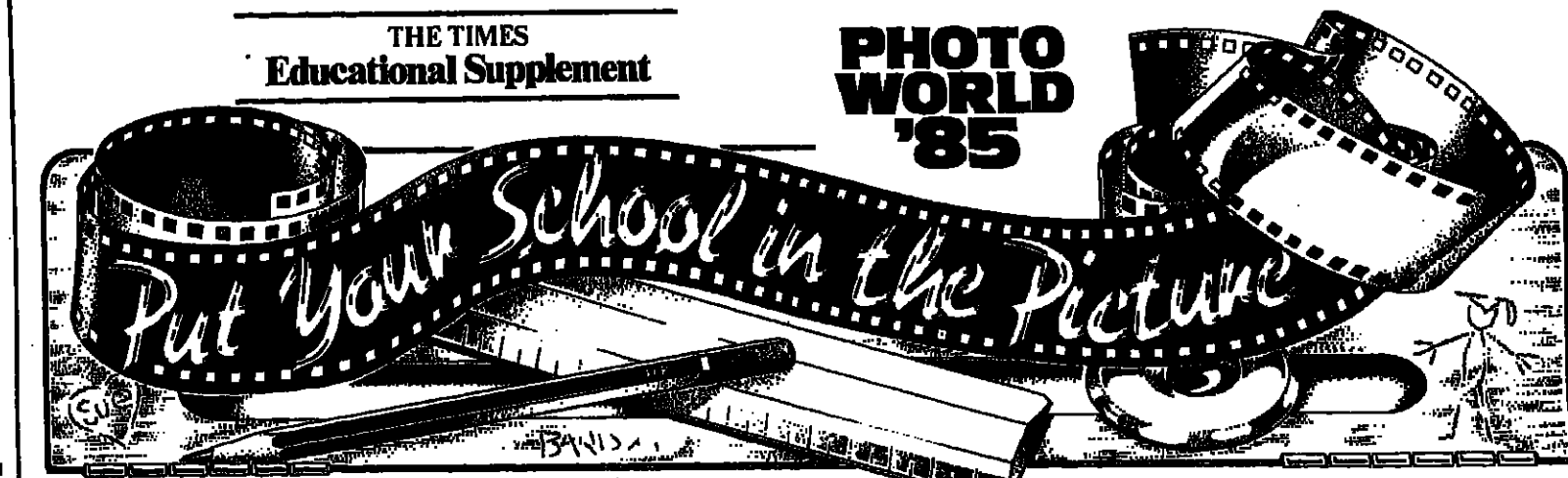
The policy should be clearly stated, properly understood and effectively monitored.

It should include a homework schedule for each year group and, in some cases, a homework diary in which parents and staff can comment.

The Department of Education is - as reported in *The TES* - producing a discussion document on homework with the aim of achieving a national policy.

THE TIMES
Educational Supplement

PHOTO
WORLD
'85



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There is no limit to the size or format of the presentation or the number of entries per school. However, the judges will take into account evidence of team effort, originality and care of presentation, age, and the equipment and facilities available to schools.

Age Categories

1. Classes with majority of students under 12 on 30 August 1985
2. Classes with majority of students under 15 on 30 August 1985
3. Classes with majority of students under 19 on 30 August 1985

PRIZES

The winner in each category will receive for the school a Pentax K1000 SLR camera and a Durst Darkroom Kit (containing everything needed to set up a darkroom). A representative from the winning school will be taken on a Durst one day darkroom training session and will visit Photoworld '85, Britain's largest photographic and video exhibition, at Olympia in April.

In addition, 7 Durst Darkroom Kits, 7 Durst one day training courses, and £150 of Ilford FP4 film and Multigrade paper and chemistry will be awarded to runners-up.

AWARDS CEREMONY

The winning entries will be on display at Photoworld '85 and a representative will be invited to attend a prize-giving ceremony at Olympia during the exhibition, 26-30 April 1985.

The Rules

1. The last date for entries is March 31, 1985.
2. Entries should be sent to: The Times Educational Supplement Photography Project, Chambers Cox & Co Ltd, 7/8 Rathbone Place, London W1P 1DE.
3. Every entry must have the following details attached: name of school; class; class teacher; school address and telephone number; out-of-term telephone number; number of participants; equipment used.
4. Receipt of entries will not be acknowledged, and entries cannot be returned unless accompanied by adequate stamps and packaging.
5. The decision of the judges is final.
6. No correspondence can be entered into.
7. All entries become the copyright of the organisers of the competition, Times Newspapers Ltd and Industrial and Trade Fairs Ltd.

The Judges

John Collins, representing Britain's Photographic Industry; Stuart MacLure, Editor *The Times Educational Supplement*; Colin Ford, Keeper, National Museum of Photography; Frank Hawkins, H.M. Inspector (Photography); Michael Langford, Fellow & Senior Tutor, Royal College of Art; Robert Leggett, Chairman, Royal Photographic Society Education Committee; Bob Tracy, Industrial & Trade Fairs Ltd.

Lowering higher education hopes

Right up to the last six months of schooling about half of all 17-year-olds remain hopeful of entering higher education. Yet, according to the country's most prominent sociologist, academician Mikhail Rutkevich, only one-sixth of the age group actually manage to secure a place.

The situation is partly due to poor career advice given in schools and partly to the failure of previous educational reforms, he concludes. Rutkevich reports that the proportion of 15 to 16-year-olds getting jobs plummeted from 42.5 per cent in 1965 to 0.5 per cent in 1980. The previous pattern of combining a job with evening classes has now almost dried up, as more youngsters stay on at school in the hope of gaining access to further and higher education.

However, the high failure rate among school-leavers chasing higher education places means many are left without skills or qualifications for the

SOVIET UNION

Kenneth Shaw on a study which says too many teenagers are nurturing dreams of gaining university places.

A survey of six regions in 1973 intended to carry on their education in VUZy (higher education institutes) but only one-third of them achieved their ambition.

Trade and technical schools are now swelling the ranks of the manual working classes in the USSR, according to Rutkevich: from 12.3 per cent in 1965 to 33.1 per cent in 1980. Special schools, technical colleges and medical schools are taking 5-6 per cent of

17-year-old school-leavers. This is in line with the needs of Soviet society, he says.

But he deplores the indifference to work and the breakdown of work discipline. He asserts that the low levels of civic maturity bode ill for Soviet society as a whole, and for young people in particular.

High labour turnover in production industries and services is largely due to what he calls the "hunt for change" that is inherent in Soviet youth; this is against social interest, he declares.

Current research reported by Rutkevich and other sociologists, who are seeking to provide the Government with more social data about schools and youthful aspirations as a means of solving employment problems, indicates that recent changes in schools and higher education are gradually reducing the expectations for higher education among 17-year-olds.

But Rutkevich's researches suggest

that Soviet educational and career planners have not yet arrived at a solution to the problem of balancing the needs of the working class, the middle class and the upper class.

The economy needs more specialists, and higher education and more manual workers and training for white-collar jobs. This means that the number of places in higher education must be increased.

Rutkevich, who is an adviser to the Council of Ministers of the USSR, the author of more than a dozen books on sociology and philosophy, says that the problems can be solved by doubling the number of places in higher education and by moving to a combined vocational training and higher secondary education programme into the classes catering for 17 and 18-year-old students.

Fun finds a place in the curriculum

The Malaysian education ministry in Kuala Lumpur has announced that all primary and secondary school pupils must take up at least two non-academic subjects, one of which must be a sport.

The move marks the beginning of the implementation of Education Minister Datuk Abdullah Badawi's plans to reform the school curriculum by reducing the academic burden on students and placing more emphasis on what he terms co-curricular activities.

Mr Badawi said that he felt the curriculum and Malaysian society had become too exam-oriented and this had led to a neglect of other, no-less important purposes that schools should serve, such as the development of the social skills necessary for a successful working life.

Since becoming minister, Mr Badawi has made it clear that one of his chief aims is to make schools "a happier place for pupils".

Mr Abdullah Marzuki, secretary of the Malaysian Schools Sports Council, which comes under the direct control of the education ministry and which organizes all school sporting activities at local and national level, was enthusiastic about the move.

He said that under the new rules, sports will be considered an extension of physical education, which is part of the school curriculum. But he added that, with more than three million pupils involved, a great deal of careful organizing would be required, and the Government would need to speed up the approval of funds for new sports facilities.

Geoffrey Parkins

Teachers' union issues 'cash for primaries' appeal

AUSTRALIA

Literacy and numeracy problems are allegedly growing because primary schools are under-resourced. Luis Garola reports.

Years of neglect by successive federal and state governments has led to the decline of literacy and numeracy skills in primary schools, according to the Australian Teachers' Federation.

In its submission to the Commonwealth Schools Commission's Basic Learning in Primary Schools Programme, the federation says that Australian primary schools are not well resourced in world terms: class sizes, for example, are considerably larger than those in other industrialized nations.

The Basic Learning in Primary Schools Programme is expected to be in operation in all schools later this year. The purpose of the programme is to improve education standards in primary schools, and will cost the Commonwealth about Aus\$4.7 million (\$4.5 million) in 1985.

The federation's submission says that while the teacher-pupil ratio in Australian primary schools is 1 to 21 (the same as in the United States), the ratio is 1 to 15 in Austria, 1 to 18 in West Germany and 1 to 20 in France and the

United Kingdom. In the Netherlands, the ratio is 1 to 23, and in Japan 1 to 25.

The federation also says that there is little or no provision for primary school teachers in Australia to take time off to improve their skills and prepare classes, that migrant education programmes are poor, and that there is an urgent need to upgrade the teaching of mathematics in primary schools.

While the federation admits that these deficiencies have led to literacy and numeracy problems in many primary schools, it rejects any suggestion that overall standards have declined in recent years.

"The bogus argument that standards are declining and that schools have 'failed' to do their job are a dangerous and counter-productive diversion from the need to formulate and implement policies that will assist the under-achievers," it says.

The federation says that it would support the use of school-based diagnostic tests to measure the skills of individual pupils.

It would, however, strongly oppose the introduction of some form of uniform, nation-wide literacy and numeracy testing of primary pupils, especially if the results of such tests are used to "stream" children into top and bottom classes, to compare one school (or one geographical area), against another, or for credential purposes.

"The educational argument against



Class sizes are still comparatively large.

standardized testing has a philosophical, social and administrative aspect. A test reduces complex human knowledge and potential, and the educational outcomes of schooling, to a simple number that is used for comparison with other numbers," it says.

"These numbers are gathered under artificial conditions... and the numbers derived from the testing of the education of the school."

The widespread use of these tests could also convince students with low scores that they have little hope of doing well at school, which, in turn, would discourage the students from improvements in literacy and numeracy.

The federation would also reject any proposals to introduce teacher testing or evaluation measures, since "mechanisms already exist to deter-

mine the professional competence of teachers."

It recommends that more money be spent on primary education to enable smaller classes, with greater individual teacher attention for particular students.

It has also called for more time for lesson preparation and marking.

Other recommendations include: introducing more leave provision for teachers to attend training and development courses; wider use of computer and other advanced technologies in primary schools; the introduction of new and attractive curriculum content, and the development of bilingual and mother-tongue programmes for multilingual children; and closer cooperation between school and home, giving parents wider powers to make decisions.

Terrorists' disruption

SRI LANKA

Sri Lankan government officials have blamed terrorists for recent attacks on schools and theft of school supplies in the northern and eastern provinces.

A school in Batticaloa (in the eastern province) had to be evacuated after a 'bombing' there, were bombs on the premises. None were found, however. School equipment and supplies, stolen include television sets, typewriters and laboratory chemicals.

Government officials say these are just some of the many examples of terrorist activity disrupting education and harming children's education.

Trainer recruited

Mrs Irene Lopez from the Spanish International Development Agency (SIDA), has been seconded to Sri Lanka government to help the Ministry of Education prepare a curriculum for mentally retarded children and to train teachers.

Equal educational opportunity in the United States still has a long way to go before realizing the hopes of the 1960s and early 1970s. David L Kirp reports on the problems of ethnic minority groups, while Bill Norris reports that despite efforts to encourage girls in science-based subjects, boys still perform better.

One step forward - two steps back

In the 1960s and early 1970s, equal educational opportunity was a political rallying cry and an impetus for national educational policy. The hope voiced repeatedly, in legislative halls and university common rooms, was that children from poor and non-white families could be brought into the mainstream in a single generation.

There were those who, at the time, dismissed that aspiration as naive. The sceptics argued that school performance had more to do with a student's background than with what transpired in the classroom, that schooling did more to confirm initial differences among students than to narrow those differences. Indeed, the massive Equal Educational Opportunity Survey, published in 1964, made just this point, even if those who professed optimism about the schools' saving powers read it differently.

Today, public education is in many respects more egalitarian than it was even a decade ago. Federal dollars spent on compensatory instruction have given the least well-off children in

less likely to be in prison or on welfare, somewhat more likely to be holding a job or enrolled in a university programme, than similarly disadvantaged children who didn't enjoy the benefits of pre-school classes.

The academic record of minority youngsters - blacks and Hispanics especially - tells a tale of one step forward, two steps backward. A new study of black performance on the scholastic aptitude tests on which many universities rely in making their admission decisions shows that, while black scores are creeping up, blacks still score more than two standard deviations below whites - and that, for nonstatisticians, is a huge gap to be recorded between two large groups.

At the top end of the scale, just 68 of the black students who took the SAT (verbal exam) scored over 700 last year - that's the kind of score that is usually required for admission to one of the elite universities.

The picture is at least as grim for Hispanic youngsters, the fastest growing group in the schools - in a few years there will be more Hispanic than black schoolchildren.

A recent national report identifies a high school dropout rate of 45 per cent - three times higher than for white children - with four Mexican-Americans and Puerto Ricans in ten dropping out by age 16. Moreover, many of the Latino pupils who remain in school are low-achievers.

There's no educational quick fix for these problems - that much, at least, American educators and policy-makers have learned since the 1960s. Nor, happily, is there a detectable tendency to transform this dismal record into a call for some ideological quick fix. Where blacks rallied around the banner of "black power" and "community control" of schools during the late 1960s, as if racial pride could somehow substitute for unsatisfactory performance, today the push is to maintain the educational programmes that seem to work - saving compensatory education from the budget-cutters' axe.

And where many Hispanics insisted, not so long ago, that the education of their youngsters be largely conducted in Spanish and stress their community's culture, the emphasis today, as reflected in the new national report, is on mastery of English.

Twenty years ago, when equal opportunity was the buzzword, the plight of minority youngsters attracted front page attention: it was, in a sense, the education of that time. The dilemmas of educating the American working class remain as vexing, the need to improve practice and performance (while keeping expectations from becoming unrealistically high) remains as great as in the 1960s. Yet at a time of federal budget cutbacks on the one side, a fixation on excellence - rather than equity - in education on the other, what happens to these pupils is very much an open question.

DAVID KIRP'S AMERICA

many school districts the kind of education - with smaller classes, teachers' aides, and lavish equipment - that is the envy of the rest of the system.

Legally sanctioned segregation. In the 1960s still a fact of life through much of the South and more subtly practised in the North even later than that, is less evident now, as court rulings in community after community have prompted integration efforts.

In most urban districts, some combination of red-drawn school district boundaries, pupil busing, and educational programmes attractive enough to draw pupils from a large, racially mixed area have brought blacks and whites together.

Yet despite those indices of official effort, the performance of poor and non-white pupils remains a disappointment. Though the record contains bright spots - some of the federal programmes launched in the 1960s, including the compensatory education regime - installed in primary schools, have had a positive impact - even those successes are far more modest than was once hoped for.

Children from poor families who enrolled in one exemplary Michigan pre-school programme nearly 20 years ago, have been the subject of a long-term study. Today, they are somewhat



The difference in knowledge between the sexes was found to be greatest in the physical sciences.

Gap hinders science goal

A new study has revealed that male pupils in American schools are still doing much better in science subjects than their female counterparts.

In the second study of its kind, conducted by the International Association for the Evaluation of Educational Achievement - the first was in 1970 - it has been found that the difference in ability between girls and boys has hardly improved.

The study, which tested the children's knowledge of science at the ages of 10, 14 and 17, is part of a comparative investigation taking place in 24 countries including the United Kingdom. The full data is not expected to be available until 1986.

Professor Willard J Jacobson, professor of natural sciences at the Teachers' College of Columbia University, who coordinated the American enquiry with Professor Rodney Doran of the State University of New York, said he was disappointed that more progress had not been made in closing the gap. Boys have been using revamped textbooks which show girls and boys participating equally in science, and it had also been expected that the women's rights movement and educational reforms generally would have encouraged more girls to study the subject.

It has not happened, and the professors forecast that unless this gender gap is closed, the United States will fail to meet its 1995 goal of providing the finest level of mathematics science and technology education in the world.

The difference in scientific knowledge between the sexes was found to be greatest in the physical sciences, and the gap widened as the grade level increased. The tests were given to classes selected at random at schools throughout the 50 states.

The 10-year-olds were asked 72 questions. Boys did better on 53 items, and girls on 4; biology questions dealing with balanced diet and knowledge about needs and physical science items about why a rubber comb picks up small bits of paper and procedures to use when studying rocks brought from the moon.

Boys scored higher on such items as the correct placement of batteries in a torch; the reason why a thrown ball comes back to the ground, and how fish get oxygen.

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Sour source

CHARLOTTE GIBBONS

I know it's been a long hard winter, but why is the anonymous governor who wrote "The new inquisition" in *The TES* (February 15) so sour? In spite of his or her assertion that educational dogma presently in force in inner London resembles the medieval church in its rigidity, I find that this governors' allusion to the goings-on of governing bodies serve only to support my own experience that there is truly remarkable variety among schools in the Inner London Education Authority.

I am a governor of several schools, primary and secondary, all in the same division. I am bound to say that my experience is very different from that of "Anonymous". There are certainly plenty of things to complain about, but mixed ability teaching doesn't happen to be one of them.

There seems to be a basic difficulty about the source material: the two reports quoted (1976 and 1978) were written at a time when, apart from primary schools, there was very little mixed ability teaching for the very good reason that the fully balanced comprehensive intake for all ILEA schools only came in 1977. Now that practically all secondary schools have mixed ability at least in the first year and some into the third and fourth years it would be remiss of any interviewing panel not to question candidates about their working knowledge of this method.

Perhaps I assume too much in thinking that "Anonymous" would agree that mixed ability teaching works very well at primary level and that a smoother transition to secondary school is achieved if this arrangement is continued into secondary school, at least for the first year.

"Anonymous" says that comprehensive have changed in the last 20 years. They certainly have. One of the most noticeable changes is that the school system is no longer a rigid, black and white affair. Staffing should reflect the ethnicity of the pupils. Academic qualifications have to be weighed against qualities such as experience. The indigenous population simply does not have the experience necessary to give these children the support and understanding to which all children have a right.

Just because it's an ILEA initiative, doesn't mean it isn't common sense. Black teachers are a valuable resource and should be appreciated as such. The fostering of the intellectual skills of pupils is, in "Anonymous" opinion, the pivot of a school's function. He or she is entitled to his or her opinion, of course, but what the Hargreaves report seeks to point out is that there are four interdependent aspects of achievement; of which this is only one.

The present Secretary of State, in addition to trying to make the arts compulsory, recognises this, as the following extract from the DES document, *The Organisation and Content of the 5-16 Curriculum*, demonstrates: "Important elements of the curriculum which should be offered by



Open differences

CHRIS EVANS

I am very reticent about joining any issue about Countesthorpe College in the press: it is actually one of my common duties to keep it out of the local columns.

However, we are still "good copy" it seems and, therefore, I want to comment on Virginia Makins' article (*TES*, February 15) about our "internal strife". It isn't necessary to add to the rejoinder contributed by some of my colleagues (*TES*, March 1) for sometimes Countesthorpe debate is so oblique that it simply ignores another's contribution.

Actually, my opinion is that Virginia Makins almost got it right but that the article was like a jigsaw, full of local colour, but without sufficient straight bits. The issues that are currently testing us are important for most schools and most teachers and neither blandness about democracy nor journalistic liveliness will serve them if they aspire to more open forms of management.

Virginia Makins knows from her long experience of the college that it is simultaneously open and complex. Few who would here would risk being dogmatic about it - at least in private. My mind is always full of qualifications and "ah-buts". Notwithstanding these difficulties though, I would have liked the issues writ larger.

So let me add my gloss. The difficulties are not sudden. They have been near the surface for a very long time and prominent in the last ten months of debate.

Certainly, a background of the sudden threat of redeployment in November 1983 and the extended periods of withdrawal of goodwill which now

seem common have not helped, but the problem is ours. It does not entirely belong to the climate. When we ask "first questions" about how we enable ourselves to offer a better deal for students, and about what that "better deal" is, it is likely that our answers will divide us. And that must be true of many schools.

But it seems to some of us that the forms of some of our discussions impeded agreement and good decisions and that the form of our organisation might not always support the implementation of any change that had been agreed. Change is thought important by most but it cannot be agreed or, if agreed, implemented.

So what does the executive do? It intervenes. And meanwhile the governors are very supportive (last term, inviting any and all to make their proposals) and the L.E.A. is extremely patient.

So what is the new orthodoxy that is meeting with opposition? Virginia Makins article was wrong to imply that the proposed changes were seen as permanent. I - and others - believe that a powerful federal organisation (which Countesthorpe must have an effective central co-ordinating structure and clear descriptions of role and responsibility).

The proposal is that co-ordinators from our teams and other curriculum areas should be nominated by their colleagues and that those chosen should have the responsibilities of ensuring a job well done and of joining with others in a committee which manages the curriculum and the resources of the college. Alongside this representative group will be the democratic staff meeting, meeting regularly to decide the largest issues.

There will also be the accustomed infrastructure of small committees which all can join. All that will have a contract for four years and then there will be review and change of roles. A permanently established committee is not envisaged. Different from what has occurred before certainly, but it is hardly repressive.

The issues represented in this article should concern all interested and interested teachers - and should not be thought simple. The forms of participatory and representative organisation that are practised in schools certainly go beyond the brew of teams and teams and teams illustrated in Colin Fletcher's *TES* article (February 8) but they are clear restraints.

How do the forms relate to the authority (and anxiety) of heads and curriculum? How do they relate to the "top-down" local control? How do they relate to the "bottom-up" local control? How do they relate to the "middle-out" local control? How do they relate to the "middle-out" local control?

How can trade unionists be seen as at a time of decline and decline when radical change is needed? What are the implications for staffing in conditions of work? What is the role of the school? What is the role of the school? What is the role of the school?

But the story of Virginia Makins article is the obvious one that does not end. I understand that it is not easy and that it is not expected. At least, we at Countesthorpe can face differences even if there are risks involved. I hope now is to reconcile what is possible and to act where it is not possible. I hope now is to reconcile what is possible and to act where it is not possible. I hope now is to reconcile what is possible and to act where it is not possible.

Chris Evans is principal of Countesthorpe College, Leicestershire.

The teacher gains the feeling that his or her contribution matters to the school

I am fully aware that there are a number of problems to be overcome. The person to whom each teacher and each teaching unit is responsible needs to be clarified. Agreement must be reached on the aims of schools in the light of the resources available. Teachers must justify decisions which are subjective or "professional" and therefore difficult to challenge.

The lack of appraisal of headteachers and their security, virtually regardless of their level of performance, sets the expectation level for the whole system. Re-certification is not required for teachers: promoted posts are awarded in perpetuity.

Most of these problems are founded in attitude. In an atmosphere of mutual trust, attitudes could be changed.

Our national inexperience in teacher appraisal can be overcome. Being a late starter can be turned to advantage. England and Wales avoid and learn from some of the mistakes of other countries. In 1979 I saw schools in New Hampshire, in the United States, operating a system based upon an assessment of personal traits. Is he or she tolerant, flexible, or self aware? Does he or she have good judgement or a sense of humour?

Imagine rating a sense of humour on a five point scale. Clearly this is an unprofitable direction. We need to appraise performance not people.

Another false start in my view is the pass/fail appraisal which I witnessed in New Hampshire. Their appraisal form instructed the appraiser to tick "Satisfactory" or "Unsatisfactory" to statements such as:

- Teacher has realistic long term goals.
- Teacher listens to ideas and criticisms and weighs their merit.
- Teacher fulfils non-salaried extra curricular activities.
- Teacher questions school administration in a constructive manner.

Imagine what this latter statement could do for freedom of speech in schools.

Another extreme is the appraisal schedule with too many gradings. I have a copy of one which uses a nine point scale to assess such factors as cooperation with the head, liveliness, regularity of attendance and common sense. Even a limited amount of the latter would confirm for the appraiser that it should not be assessed on a nine point scale. We have equally salutary lessons to learn from our own experience. Almost every authority which followed the Inner London Education Authority and Oxfordshire into the self-appraisal market has pretty much abandoned the project. Inexplicably constructed questions vary

Better feedback can boost teachers morale and reduce stress David Trethowan argues



the school unit is too small to arrange career development opportunities effectively. Is it to punish the poor performer? If so, we run the risk of limiting the professional performance of the majority of teachers for the sake of a small number of misfits.

Or is it to improve staff performance? If so, then developing the performance of every teacher in the school must be target; not merely weeding out poor performance. Outstanding and average teachers must be recognized by the same mechanism and their development ensured. They are equally entitled to an answer to the question "How am I doing?" by receiving regular feedback at appraisal sessions.

If we intend to improve staff performance through appraisals then we should not only be deciding who has reached the "Professional Grade". Where Sir Keith Joseph believes he is levelling up standards of teaching, he may well find he is levelling down.

Effectively we will pay a high rate to teachers who are below standard. But having reached the "Professional Grade" how will the system motivate the majority? In tandem with this form of teacher assessment let us train staff to use established motivators such as Target Setting or Management by Objectives. Most workers, including teachers can hold down a job using 20-30 percent of their ability. That leaves 70-80 percent of a teacher's talent open to be affected by positive motivational factors. Teacher appraisal is much too valuable a tool to be used only to weed out the ineffective: let us find a way to make it positive, powerful and professional.

My reservations about the method of its introduction is that the practice could well be introduced before either the appraiser or the appraisee is ready to use it as a constructive, positive, supportive tool. At present there is a

My reservation is that it could be introduced before the appraiser is ready to use it as a constructive tool

distinct feeling that those being appraised see it as a cudgel in someone else's hand and the appraiser feels it to be a two edged sword which he or she is inadequately trained to use. A badly handled appraisal interview can be a great demotivator, can build up resentment, can create conflict.

Given time, however, most of the skills of appraisal can be taught. These include setting the climate in an interview based upon mutual trust, and setting objectives which are clearly defined, agreed to be feasible, with an agreed priority, and a time target. Performance and measurement criteria must both be understood. The skills involve writing meaningful job descriptions and the skills of listening - reflecting feelings, paraphrasing, leading, acknowledging, using silence. Appraisers need to learn to give feedback which is descriptive and specific, not evaluative and global and to produce meaningful documents to support the appraisal process.

Who will conduct these appraisal interviews? Clearly there must be a basic, on-going, appraisal system in schools. Annual appraisals with no back up, no opportunity to discuss a revised objective, no day-to-day advice, encouragement and correction will be the worst form. Will an adviser or other outsider descend, assess and disappear in the manner used for HMI School Reports? Will the head conduct the appraisal? Having tried this for four years some years ago with a staff of 75 teachers, I find it difficult to commend from my personal experience.

Will the head of department, the closest management level to the teacher conduct appraisals? Will a combination of all of the above be found? If it will (and I am certain a system could be devised), will first of all, each of those nominated to conduct an appraisal be trained to do so? And will eventually those who have to experience appraisal be similarly trained to know what is being done to them?

If any reader is still replying in the affirmative to these questions, may I now spoil it by enquiring about funds? Will some training funds be made available? Will they come from the DES prescribed for appraisal training, or will it be left to i.e.a. initiative and funding? Will the present management training funds be directed away from the "finishing school" approach to school management training and re-directed into staff key area of preparing senior staff for conducting effective appraisals? I hope so: I want to see appraisals conducted to raise morale, not to destroy us with ineptitude.

David Trethowan is headmaster of Warden Park School, Cheshire, West Sussex.

... to appraise teachers, not to bury them

from the ambiguous ("Do you visit the school toilets regularly?") to heart-breakingly huge ("To what extent are the fundamental aims of your school being met?") were not the only factor bringing self-appraisal into disrepute.

Self-appraisal offers no effective corrective to over or under appraisal: it is difficult to be objective about one's self or to make realistic plans for self-improvement. There are obvious dangers in a none-too-well-paid profession, in linking pay with performance and in trying to use salary as a motivator.

It is to select the exceptionally able teacher and to predict the kind of work he or she might be able to do in the future. Admittedly there is no career development structure or advice for teachers, but

So why, if I believe so strongly in the need for staff appraisal, do I feel concern at the prospect of its imminent introduction into the teaching profession? My reservations come back to two chief concerns. First the motive and second the method.

Why are appraisals to be introduced? Is it only as a means of allocating salaries? There are obvious dangers in a none-too-well-paid profession, in linking pay with performance and in trying to use salary as a motivator.

It is to select the exceptionally able teacher and to predict the kind of work he or she might be able to do in the future. Admittedly there is no career development structure or advice for teachers, but

Lab of my fathers

KENNETH DONOVAN

If educational standards have improved dramatically in Wales in the past three years as suggested in "The greening of the valleys" (*TES*, February 15) the improvement might be purely cosmetic. It is interesting that the article provides only achievement in external examinations as evidence for this.

The step necessary to achieve such an improvement is a small one; one has only to increase the number of candidates sitting an external examination in a subject to increase the number of passes.

The article points to changes taking place in Welsh secondary schools: changes in personnel, in school policies, in school management and in curriculum design. One is prompted to ask how such changes could be responsible for a dramatic turnaround in three years.

The comparison is made with the results in English schools. In 1982 Dr David Hargreaves in his book, *The Challenge for the Comprehensive School*, made similar criticisms about English comprehensives to those made in this article.

Education is by nature conservative and so dramatic things do not happen. Improvements in education are achieved over a long period of time and with much hard work on the part of teachers who, in the best of those whom they teach, without exposing them to gimmicks. That changes have not appeared to affect examination results until recently does not signify that previous educational standards were necessarily low.

It might be that I have misread the article and the researchers are saying that achievement in external examinations is the sole manifestation of educational standards. If that is their case and the solution is simple and tidy, as I have already suggested, but it will have nothing to do with the quality of education. And so it is: a easy trap to argue that the cause of high rates of failure to perform well in external examinations is the responsibility of the school and to reject the possibility of factors outside the school.



social deprivation and the level of education provision.

"The greening of the valleys" refers to the survey by the Assessment of Performance Unit on science which showed that those schools surveyed in Wales recorded the lowest performances. It omitted the conclusions of the survey, that factors concerned with the level of provision of science teaching, such as expenditure on science, the level of laboratory provision and technical support, appeared to be related to pupil performance in science.

The survey indicated that Wales had the worst provision of laboratory accommodation with only 49 per cent of the surveyed schools adequately equipped and that, perhaps as a consequence of the lower levels of general capital allowances, the surveyed schools in Wales appeared in general to have been spending less on science than schools in England and Northern Ireland.

With regard to pupil/teacher ratio at secondary school level, an examination of the returns of Form 7 (England) and Form 2 (Wales) for the years 1980 to 1983 indicate the slightest bias in favour of England.

The statement that more money is being spent in Welsh schools than in English schools needs elucidating. The figures for the years 1980 to 1983 are as follows:

Year	Wales	England
1980	18.8	18.8
1981	18.8	18.8
1982	18.8	18.8
1983	18.8	18.8

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What ho Jeeves!

"Jeeves!"
 "Sir - hic."
 "Have you been at the drive cleaning solution again, Jeeves? Your screen is flickering."
 "I beg your pardon, sir. Merely a mild bout of recursive feedback, sir."
 "What sort of feedback, Jeeves?"
 "Recursive, sir. The recursive technique is favoured by all talented programmers, sir. The poet Tramiel . . ."
 "Never mind the poet Tramiel, Jeeves."
 "Sir?"
 "Leave him to stew in his own electrolyte - eh?"
 "Just as you say, sir."
 "Put your processor at the ready. You young master is in trouble."
 "I should be glad to assist, sir."
 "Now here's the gist, Jeeves: Do you by any chance remember a girl called Lucy Ironside?"
 "Not Ironside, sir. Arsenide. I recall the young lady well. Lucy Elizabeth, third daughter of Sir Humphrey and Lady Gallium-Arsenide. Age 24, height 2 metres, IQ 250, eyes blue (one) brown (one). First class honours in computer science (Sussex) and domestic science (Oxford). Eggs four minutes precisely; pony's name Byte; addresses: Knowall College, Cambridge and The Wator, Silicon Glen, Scotland. I could elaborate, sir."
 "No, Jeeves, don't elaborate."
 "It would take but a nanosecond, sir. My ramdisk . . ."
 "Jeeves!"
 "As you will, sir."
 "Don't you ever forget anything, Jeeves?"
 "Certainly not, sir. Every gentleman's personal gentleman computer has total recall based on a gigabyte erasable optical mass storage device, with a ten gigabyte upgrade due real soon now."
 "Americanisms, Jeeves? I'm shocked."
 "I fear that foreign phrases are programmed into all our circuits, sir. There are no British computers left. Lord Mauleveror's valet Mosew

thinks entirely in Japanese."
 "Never mind Lord M's V. Jeeves. You see, this high-IQ bimbo has been after me ever since we shared Logo sessions in the nursery. Gallium-Arsenides have invited me to stay at Silicon Glen. One week locked in a country with that lot and it will be orange blossom rice for Bertram before you can say Microdrive."
 "I never say Microdrive, sir."
 "Quite, quite. Look, Jeeves, I can't marry. You know I'm not literate at all, let alone computer literate. But what am I to do? Agatha will have me disembowelled if I don't do 28 days without the option in Scotland. And you know how 28 days always become six weeks when you can't deliver. Jeeves, how do you megawhatsits do you need to come up with something pretty dashed devastating?"
 "Megaflops, sir. Very few indeed, I'm afraid to say. I have already formulated a solution on the psychology of the individual, binary and an expert system invented by my Uncle O. Allow me to explain . . ."
 "Half a tick, Jeeves. Isn't that the bell?"
 "It is, sir. My sensors indicate that Mr Spence Gregson is at the front door."
 "Aunt Agatha! Jeeves, I'm done for."
 "By no means, sir. I have calculated the strength of the drainpipe, opened the front doors and started up the two-seater. I estimate the probability of your eluding your aunt at the 5 per cent level of confidence, sir."
 "Jeeves, you stand alone!"
 "You are most kind, sir, but I am not networked with the Junior Gynaece Club miniframe 'Bowler Hat'. I recommend late departure, sir. Mrs Spencer Gregson's assaults will break the door down in 30 seconds precisely."
 "All right, Jeeves. Pip pip."
 "And happy operating systems to you too, sir."

John Wilkes

Didn't know you cared

Ann Mitchell discovers why the children of parents who separate tend to keep quiet about it in school

ONE child in five is likely to experience parental divorce before reaching the age of 16, and one in eight before the age of 10. And yet we know very little about the experiences of these children.

In an investigation of children's feelings and experiences, I interviewed a cross-section of custodial fathers and mothers and their non-adolescent children, five years after the parents' divorce. Most of the children had been at primary school at the time their parents separated.

Few parents had thought of telling any teachers about the change in family circumstances. They said, "There was no need, she never dropped in behaviour or learning," or "I don't think teachers pry into children's lives: it's not their business."

One father had been afraid to tell his daughters school that his wife had left home: "The fewer people who knew, the better, in case I lost custody."

Some of the children told me how isolated they had felt at school, with no one knowing that they were unhappy about their family breaking up. One boy said: "At first, I just sat there and couldn't think about anything except my parents and family. After a while the teachers stopped getting on at me, I suppose someone must have told them."

A girl said that she had always been quiet at school and thought that no one had noticed she was sitting thinking about her mother, who had left his family, instead of paying attention in class. Another boy's teacher had never mentioned his family to him because, he thought, they

were used to broken families.

There was an evident under-current of feeling that teachers who might have been helpful had just not realized that anything was wrong. Only one child in ten spoke warmly of teachers' support.

Nearly a quarter of the children said that they had not told their school friends about their parents' separation. One boy said: "I tried to hide it from my friends that my mother had left, because I didn't like the idea of having no mother. I was embarrassed."

And a girl had deliberately concealed for two years that her parents had split up. "I kidded on my dad was still there." Others had confided in a few friends. They had not expected friends with two parents to be interested.

A striking number of children contrasted secondary school with primary school. Several had been certain that no other children had had separated parents at their primary school. "I didn't know anyone else at school with only one parent" and thought I was a one-off."

When these children moved to secondary school, they had been surprised to find other children whose parents were separated or divorced. Some were convinced that there had been a sudden increase in the number of such families. Once they had discovered others in the same situation, they had drawn comfort from the knowledge and also from discussing their experiences with each other.

Some of these children had been more conscious of shame or stigma, especially when

realized. Divorce was something that happened to other families.

Opinions differ about whether teachers should be told when a child's parents separate. If they have the information, they may expect problems which do not materialize. On the other hand, if a teacher does not know about a child's family background until there is a problem, the only lone-parent children known to teachers will be those with difficulties. Teachers may then have lower expectations of all children with only one parent.

Information about a child's family may come to them from a parent, a child, or some other person. Clearly, teachers should use discretion in deciding what use to make of information given to them in confidence.

A child's school record card may not have up-to-date information about family circumstances. The child may be most in need of help on the day these circumstances change. There is a further difficulty in that a child's parents may have a series of separations followed by reconciliation, so that sympathy for yesterday's trauma may be misplaced today.

Great sensitivity is required in helping a child to face up to and cope with distressing changes. At such a time children may behave worse (or better) than usual: lack concentration, be unusually silent or aggressive or achieve lower standards of work. Children should not be blamed for any unexplained changes in behaviour.

Teachers must obviously beware of ap-
 prehendible. All in all, it's a delicate

insensitive questions in class about children's families, or even of asking children to participate for Mother's Day or Father's Day. They should probe gently and in private if children are suspected of having problems. They should be fully comment that many children have difficulties.

A child may need encouragement to tell his parents' separation and about his own feelings and to come to terms with his family situation. However, there is a danger of raising unrealistic expectations of a solution to a family problem which would be a mistake to pretend to offer. Everything will improve with time.

The primary responsibility for children's well-being lies with both of their parents. But they may not be emotionally capable of understanding children's needs after family breakdown. Teachers are usually the only professionals who are in touch with school-age children whose parents are separated. They are in a unique position to offer support to such children, who may be reluctant to make the first approach. Teachers should encourage parental co-operation, by letting parents and children know that they are available to offer support, and that a child's family life and school life are inextricably bound together.

Ann Mitchell was a researcher at the University of Edinburgh department of social administration. Her book, *Children in the middle: living through divorce*, has just been published by Tavistock Publications price £14.50 hardback, £5.95 paperback.

Faced with such a household name, there is only one question to ask. So I did. "I thought you would," said Ronald Ridout (the Ronald Ridout of *English Workbooks* 1-8 and *English Today* 1-5), "so I looked it up before you came. Adding everything together, I calculate I have written 480 separate books and sold 82 million copies."

Eighty-two million English language books. And half of them gone abroad. 2,624 million pages of simile, sentence structure and figurative speech. Laid end to end that lot would girdle (circle, encompass) the earth 15 times. A thin white line of standard English scything through national boundaries and local cultures. It is enough to make one feel a bit daunted.

And I did. For a start, I wasn't sure what a household name would look like. Most of ours, the Hoover, the Wellingtons, the Blos, are a bit dusty, taken for granted, relegated to dark corners. There was, however, nothing dusty about Mr Ridout when, with difficulty, I tracked him down, a blue-grey bird of passage, in flight from the French winter to the Caribbean spring.

When they are in London, the Ridouts occupy a stylish top floor flat, in a select garden square. And the fact that the lift sometimes falls, is, he assured me as I peered on the threshold, good for keeping fit. He is slim, trim, unassuming, and impressively tanned. Even in winter. A sportsman perhaps? Or a traveller to all those sunny, ex-colonial classrooms?

He played a lot of tennis at one time, he said, taking my coat, proffering drinks, but the tan comes from following the sun. "We have a place near Bordeaux and another in Santa Lucia. After all, there's no point in being a writer and able to work where you like if you don't!"

But he has visited nearly all the countries which use his books. He likes teaching, loves writing, revels in travel, he explained as we sat in the cool, pastel room, speckled sunshine on the pale walls, children's voices in the square. "In 1952, when I discovered that 49 per cent of my books were being sold abroad, I decided to see how teachers used them. I've always been very analytical, you understand. I wanted to know how well they worked."

So he left the family in safest Surrey and started on Africa. A solitary slender figure in shorts and sandals, carrying a huge basket of books, he walked all over Nigeria and Sierra Leone, visiting schools, talking to teachers and pupils and monitoring the results.

And once started, like Felix, he kept on walking - Australia, Fiji, Malaysia and the

Caribbean - in fact that's how I found the house in Santa Lucia - and before long I realized that much of the content of my books was totally unsuitable for many of the children.

"Youngsters who lived in tropical climates were reading pieces of descriptive prose about winter in England, snowstorms, tobogganing and skating - events totally outside their experience, beyond their comprehension. So I went home and did a series of workbooks which were appropriate. And some of the teachers used them and some of them didn't."

"So many of their teachers and parents are prejudiced in favour of the British scene. Especially in India and Pakistan - even now we sell a quarter of a million workbooks in the original OUP form, in India every year. They want the children to do the same work as their English counterparts."

Imagine, second period Tuesdays, all over the world from Farnham to Fiji, Liverpool to Lagos, thousands of little figures, brown as berries, black as coal, pale as pumpkins, sizing the nettle of syntactical English. "Hurry now Amin, (or Bruce or Lee Kwang), quick as a flash boy, fetch the Ridouts, we must gather rice while the sun shines." And to think, all this grew out of a family history of dyslexia.

"I remember very vividly, on my seventh birthday, being given a book by R M Ballantyne, reading it avidly and reaching the end, only to discover that I hadn't understood a word. I only learnt to read for meaning after I was seven."

"So when I began teaching, I was already very conscious of the problems faced by average pupils and very aware that you have to give them a page which they can read, understand and which, when they have finished it, will have taught them something they didn't know before. Surprising, isn't it? he said, leaning forward, eyes sharp, hands pressed together, still amazed that it should have been so, and that he had the good fortune to capitalize on it. "That was a completely new concept at the time."

He began teaching in the Thirties, a difficult

I was very conscious of the problems faced by average pupils

time with few jobs. "I covered for sick teachers in all sorts of schools. That was an unparalleled opportunity to see how different schools were run, each according to the whim of the head teacher." Then came a permanent post, seven years teaching English at a Portsmouth secondary school. " . . . extraordinary to think of it now - girls in one section, boys in another, I don't think we ever came together for anything."

He became senior English teacher, then head of department, always producing his own material. "Cyclostyping everything and every evening, analyzing 'the results.' I was a very organized teacher and I used that period to write the first two text books."

And that was how he came to leave teaching. "It was pure bribery really. Ojins took the books and gave me a job at the same time. I was getting £600 a year. They offered £100 more and a car - the opportunity to combine selling and more writing."

And once again the experience was invaluable. "Talking to teachers about the advantages and disadvantages of Beacon Readers I quickly realized you couldn't produce one book to satisfy everyone."

And thus the English workbooks were born. "From the start I assumed that the eight workbooks would be used according to the ability of the child. There were lots of village schools at that time. They were my champions. It was a tremendous success."

"Even the publishers didn't believe the schools would buy them in such quantities, because they could only be used once, you see. But the teachers knew what they wanted - something for the average pupil - a book which would teach the child without the teacher."

"They may not suit the high-fliers, he agrees, but the 'creativity is everything' school, but until quite recently sales figures showed that a lot of teachers still recognize that most children progress more quickly when they have mastered the basic skills."

Watching the sales figures, changing publishers, if they seemed to be dragging their feet, responding to new moves in the market place and doing the legwork himself, have all contributed to that supremely healthy bank balance and the undying allegiance of a section of the teaching force. It is not the conventional picture of either a writer or schoolteacher. And it may account for some of the children. There has been plenty but rarely from the classroom teacher.

"At one stage we were selling a quarter of a million workbooks a year in Malaysia. So I went

there, realized that they weren't suitable, wrote a special Malaysian edition and sold a million books a year as a result. Then the Malaysian inspectorate decided that the scheme was 'spoonfeeding' and in three years the books were out of print!"

There have been critics nearer home too. "I'm afraid Mr Ridout's passages are rather prosaic," he intoned, very far-back, very scathing. "Of course, they are. When I'm trying to teach grammatical form. What did he expect. In my schooldays we did clause analysis with Milton and even Shakespeare - that's not prosaic but it would

be like a foreign language to most children?"

Anthony Burgess, it should be noted, used Ridout when he was teaching in Malaysia, and it would take a brave soul to argue his literary credentials.

"Teaching reading is another matter altogether. Then I do look for pieces to stimulate the children's imagination as well as encouraging them to find the book and finish it. If I were a children's author," he said drily, recalling all those 'difficult' writers who demand exorbitant fees for half a page or refuse to expurgate their text, "I would give me passages free of charge!"

Not that there will be much opportunity for a while. With education budgets so drastically cut, the future has gone out of school books and Ronald Ridout has moved into more general publishing. His latest venture is for direct consumption - cheap, brightly illustrated, magazine format teach-your-child-to-read/write/spell booklets available from the shop on the corner. It's fun and he enjoys it. What's more, he can do it anywhere.

Before he took flight to Santa Lucia, the sunshine and the pretty villa perched on the wooded hillside high above the sea, I asked him what was the best moment so far. It didn't take long coming. Maybe, he looked that one out before I came too.

"I think it was when I took that first book to the publisher's editor, a woman of immense experience, who had spent a lifetime in teaching, and she said to me, very carefully, very thoughtfully, 'Mr Ridout, we think that this is the best book we have been waiting 25 years for.'"

Just what the world was waiting for

Susan Thomas catches up with Ronald Ridout, the author of 82 million English textbooks



plenty of criticism . . . but rarely from classroom teachers

One teacher

Just a smack at godhead

Brian Morton
on the work of
William Empson

William Empson hated God; or at least, hated the Christianizing impulse that makes God, rather than man and his works, the measure of all cultural things. In his (rare) softer moods, he would point rhetorically to the critical convention "that one has never heard of the opinions of the Enlightenment". In rougher mood, he condemned all moral-Christian criticism as "mere propaganda for worship of the torture-monster".

Empson the atheist and Empson the literary critic launched their fiercest joint attack in 1961 in *Milton's God*; the ruthless agnosticism was typical of everything he wrote and stretched beyond mere hostility to the churches. Poetry, Empson believed, had its own mode of being; to read it as metaphysics - to catechize Milton - was intellectually pernicious.

He was, though, no simple "man-the-measure-of-all-things" humanist. In youth he turned away from his upper-class origins and became a Marxist. Yet, equally, he was no simple materialist. He became interested in Freud and in depth psychology. The true measure was man confronted by both nature and his own works. Poetry was a human creation, not the dross of the Creation. It was itself, and thus could not be explained either by Bible or *Kaplan*, or by *The Ego and the Id*.

Empson represents a strain of English critical thinking that will have nothing to do with Leavis. It links the "practical criticism" of his teacher, I. A. Richards to that of the post-structuralists and deconstructionists. It bridges the New Criticism and the newest. When Empson returned to England from teaching posts in Tokyo and Peking, it was to the English chair at Sheffield. Oxford he wouldn't touch with a bargepole.

The difficulty of reading Empson is in the immense particularity of all he wrote. He is hard to follow because his style and approach are so determinedly detailed and (in the best sense) inconclusive. Everywhere, he attempts to reproduce in another form the experience of a poem, which is a very different enterprise from explaining it. "To go through the experience in question is slower, not quicker, than the less inspiring process of reading an analysis of it."

His last book, *Using Biography*, is in certain ways untypical and in essence absolutely characteristic. The obvious reaction to the title is to ask: using biography for what? To illuminate the text? To explain its context? His subjects in *Using Biography* are disconcertingly obscure: Andrew Marvell's finances and secret marriage, John Dryden's Deism; variants of Yeats's poems, the *Waste Land* MS; but they illustrate his conviction that "the life" and "the work" are not two but one field of inquiry. "To say that literature only follows literary laws was not to make it over to a higher, purer realm but only to protect it from the smugness that made it relative to the critical, not the author's life, times and intentions."

This last was the great New Critical stumbling block. Empson always poured scorn on those critics who welded theories like clubs, banging

everything into a collective unconsciousness. He liked to give such weapons nicknames: "the Konner Smear", "the Wimsatt Law". In *The Verbal Icon*, bible of the New Criticism, W K Wimsatt had laid down the credo that the intentions of an author could in no wise be deduced from his text, nor, if reliably known, be used to explain it. Empson recognized that a secondary risk of the "Wimsatt Law", apart from decontextualizing the book or play, was in obscuring the lack of known intention with negative intention. Under the modern critical gaze, all writing had become a kind of nay-saying, the benefit-of-hindsight conviction that all great authors must have hated or despised their own times: "This is often called fearless or unflinching criticism and one of its ill effects is to make the young people regard all literature as a terrific nag or scold." Empson was at least willing to bite the bullet and to talk of the author's intentions - Joyce's, Marvell's, Dryden's - without embarrassment.

The nature of its means and the special nature of poetry meant that even the clearest intention could never be translated into mere assertion. Empson spent many years isolated from English voices; exile taught him the littleness of cultural differences and their absolute supremacy; he was obsessed with the relation of words to one another. His *The Structure of Complex Words* (1951) is not about arcane polysyllables but about the way we understand speech: the point at which all we know runs up against something we do not yet know (which is a fair definition of literature or education). Empson, who missed it for over 10 years, was obsessed with the commonness of English speech. "Any speaker, when a baby, wanted to understand what people meant, why mum was cross for example, and had enough partial success to go on trying."

That partial success became the essence of poetic literature; the property Empson explored in his first and still best book, *Seven Types of Ambiguity*, published when he was only 24. Even 55 years later, reprinted but scarcely revised, it is still one of the very best books on poetry ever written.

Controversy still surrounds what Empson meant by ambiguity. It was an imprecise term and the seven part taxonomy the young critic unfolded was hardly reassuring in either its haste or complication. Empson was concerned with the example of living literary language. He cast widely and offered a way of approaching verse which, as he said, was slower to the draw for conclusions but truer to the actual experience of a Shakespeare sonnet or *The Dunciad* of Marvell. "Ambiguity" - partly due to his influence - became an honorific, rechristened "polyvalence" to become one of the critical buzzwords he despised; in time, it was enough to say of "Sonnet XXXIV" or Marvell's "Horatian Ode" that it was "ambiguous"; a generation of critical readers took that as sufficient praise.

Using Biography, Chatto & Windus/The Hogarth Press £12.95. 7011 2889 S. *Seven Types of Ambiguity*, The Hogarth Press £4.95. 7012 0556 S. *Collected Poems*, The Hogarth Press £3.95. 7012 0555 S.

Empson created the opposite of what could be called "glance of the eye" criticism (a phrase that occurs twice in the preface to the second edition of *Seven Types*). The meanings of a text have to be "teased out", "followed each in turn as possible alternative reactions to the passage" in question. Ideologues can "place" books or poems at a glance. Empson emphasized the slow process of understanding. "Ambiguity" was not meant as an answer, but as a means of asking questions of a text.

Sir William Empson died in 1984, aged 78. The knight had come in 1979, almost a decade after his retirement from Sheffield. *Seven Types of Ambiguity* was published in 1930. *Some Versions of Pastoral* five years later. His *Poems* also appeared in 1935, with a second volume *The Gathering Storm* (Churchill) in 1940. All his best work was early; in later years his influence was personal, as a teacher and as one of the two or three - with Leavis and, perhaps, Raymond Williams - giants of English criticism. *The Collected Poems*, first brought together 30 years ago, represent a slim contribution to 20th-century verse, yet their influence has been extraordinary. The better-known lines - "Waiting for the end, boys" from "Just a Smack at Auden", and "The waste remains and kills" from "Missing Dates" - now sound like a chorus to the 1930s. In the mass, Empson's poems read as he felt poetry ought to be read. They seem obscure, intellectual, even occasionally arid, but they work on the consciousness as packets of potential meaning that never quite harden into fixed ideas. When so much of the poetry of the 1930s now reads as no more than footnotes to Depression, the Spanish Civil War, appeasement, Empson's escapism is moment.

"Most children can play catch, and few children are good at dynamics," Empson did the calculus, line by line, without ever forgetting that the pleasures and the recognitions of poetry are largely intuitive and playful. What he insisted on was that understanding had nothing to do with systems and which in most cases can scarcely be reduced to words other than those of the original. If he was a good Marxist, he was a better Freudian. That came across in his obsession with words and their relentless ambiguities and with the weight of past usage and experience on the present. It also came across in the conviction - not a Western idea at all - that language has its limits. "There is always in great poetry a feeling of presentation; there is always an appeal to a background of human experience which is all the more present when it cannot be named." The same holds true for great criticism.

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Message of hope

6th Black Youth Annual Penmanship
1984 Winning Essays.
Afro-Caribbean Research Project.

Anyone who still believes that racial prejudice is not a feature of contemporary Britain should read this prize-winning collection of essays, plays, and stories. Prejudice and discrimination are perceived by these young Black writers as the daily shape their lives and may determine their futures. For a White person to read these salutary, often shaming experience, who can one feel when an 18-year-old, Dennis Smith is moved to write, "I am just a bit on a page" and Sharon Ellis to feel that "being Black and British is... almost a sin".

But I must not give the impression that collection is a wall of pain; it is richer and more than that. The essay section addresses the fact of racism, to separatism vs integration, how schools can best serve the needs of the children, the threat of nuclear war and the meaning of "blackness", etc.

Though rooted in anger, these essays are simple polemics. There is a common concern to identify racism as a social, economic and cultural phenomenon rather than as a condition of life, to be solved, it is suggested, that the undeniable British mission anything "different" or "foreign" may be a root of prejudice and a qualified hope is that education can change this. Nobody there is an easy or quick solution. The constructive though often puzzling, there is genuine wish to comprehend and alter the world quite rightly, with any loss of self-pity. In section I was particularly impressed by the researched, written and presented essays of Gregory Vincent, Davy Hay, Susan Rigg and Michael Beckles, three of whom are prize-winners.

As so often happens, "creative" writing demonstrates the point made in argument even greater eloquence. Cultural differences self evident in Hazel Sowell's poem, "So you are a poet?" Reading it with a sense of pleasure I could not help but feel that West Indian English can only enrich and enliven the language especially when it is employed with the subtlety and richness of Ms Sowell. More important, her subject matter, the embarrassment and bravado of the adolescent male, evoked my own youth and that same awkward-excitement of my stepson's growing up. Cultural differences yes, certainly compounded by economic class, but what a lot there is in common. I would unblinkingly eyes to see it.

Nor are only White eyes blinkered. *My generation / Tom between two different worlds / two cultures so very different / How I express myself, how can I be me if I do not who I really am / There are only passing moments myself / Black reflections of I / I am I*

Variations on this theme occur in the other Black parents' failure to participate in their children's activities, "to take a greater interest in their child's education", while the overall, vibrant, confusion and prejudice experienced by the child of mixed parentage. She regrets that she cannot finish on a positive note and yet her courage and honesty left me with a distinct feeling of hope. Perhaps my feelings are not too dissimilar to the Susan Rigg feels because "whether we are the shiniest shade of jet or the coolest shade of café-au-lait, the Blackness in us is the common bonding factor". Having dealt with the discriminatory definitions of Black, Ms Rigg concludes: "Black is not just a colour but a texture, not just a sound but a voice, not just a word but a message". It is time we on the other side of this tightrope and unnecessary fence began to get the message and this volume is as good a place to start as any.

Dulan Barber

Balancing the books

John Murray-Browne on the bookselling trade

Starting a Bookshop: handbook on radical and community bookselling. Federation of Radical Booksellers, C/o Single Step Bookshop, 78a Penny Street, Lancaster. £3.95. 09508739 18. Mumby's Publishing and Bookselling in the Twentieth Century. By Ian Norrie. Bell & Hyman £7.95. 0 7135 2354 9. The Bookshops of London. By Martha Redding Pease. Fourth Estate Publishers, 100 Westbourne Grove, London W1 8RU. £5.95. 0 947795 10 3.

Starting a Bookshop covers the basics of bookselling from the preparation of balance sheets to the practicalities of selling badges (make yourself a hatched tray as shown in the diagram). Starting with how to find premises ("At least one federation shop was successfully set up and run from squat premises"), it continues with good chapters on the day-to-day business of running a shop: how to order books; how to pay for them; what methods of stock control to use. The section on fitting out the shop includes details of how to construct shelves and advises: "Every community bookshop should have the correct type of fire extinguisher." The chapter on finance and accounts explains with illustrations the significance of balance sheets and cash-flow charts.

Although all of this can profitably be read by anyone entering the book trade, some aspects have a special slant to them. For most booksellers security means the prevention of theft: to the radical bookseller it regrettably includes without warning attack by anti-left organizations. In the chapter "Raising Money" not much hope is placed in the usual methods of finding finance. The Arts Council is singled out as "the most likely source of major grant funding"; second comes local authorities; "other sources of public money" come third and "bank loans and overdrafts" last. As the authors say elsewhere in the book, "If in doubt put it in a grant application." Another way of building up capital is by paying staff low wages: this method is analysed in correct Marxist terms as the extraction of surplus value from the workers but

"unfortunately this has traditionally been a feature of community book-selling".

Starting a Bookshop gives a lot of space to the running of a collective. The authors recognize that some members may be more skilled at some aspects of the trade than others; but they firmly advocate the sharing of all tasks on a rota basis. In some bookshops they claim that the buying of stock is done by consensus with "sessions that lasted well into the night". On the question of pay they advocate equal pay for all, though they refer admiringly to a collective in York where "each member simply took from the till what s/he wanted to take. Two of the members lived on site with few expenses. The third member of the collective owned a motorbike and drank three pints most nights so she took a great deal more". Most collectives hold weekly meetings with decisions being minutes - "the process can take some time". The decisions range from "Who's going to make the tea to whether to buy a new shop". It is hard to see how anyone would wish to discuss these topics every week, and the point of them remains a mystery.

Mumby's *Publishing and Bookselling in the Twentieth Century*, which reached a 6th edition in 1982, has recently been reissued in paperback. Ian Norrie, who is responsible for the complete text, has chosen to concentrate on the people who shaped publishing and bookselling rather than attempt to draw any conclusions about the way it is today.

The glimpses we get into the lives of publishing heroes such as Billy Collins and William Heinemann seem to confirm that the book trade is, and always has been dominated by individuals and that the rest of the world-market forces - the rise of corporatism and multinational companies - has impinged very little.

Norrie is fairly optimistic about the future of the book trade. He has fun at the expense of computers in publishing, teleordering in bookshops, and he bemoans the loss of Siskin's (the wholesaler (briefly owned by Robert Maxwell)) and the demise of the publishers' trade counter. He none the less

feels that television has done more damage to the film industry than it has done to books, and is unworried by the advent of the home computer.

The threat of VAT is too recent for Norrie to comment on, but it is disappointing that he does not mention Waterstone's shops and that there is no discussion of the effects of chain bookselling on independent shops. It would have been interesting to have his views on whether they fill a neglected gap or are likely to drive out the small stockholding shop altogether.

Typically, we learn more about Siskin Marshall (made bankrupt in 1955) than about the rest of the wholesale business put together. Gardner's of Bexhill, Hammicks and Bookwise, all of whom have been trading for more than 20 years, get no more than a passing mention.

Wholesalers who can deliver in two or three days are a godsend to many bookshops, but they may have a deleterious effect on the trade as a whole. Already Bookwise and W H Smith (who in effect run a wholesale operation for their shops) can seriously affect the profitability of a title. Wholesalers, who naturally concentrate on bestsellers, can limit the range of titles available in the shops.

Many things have altered even in the two years since the volume was reissued and more needs to be written on these changes.

The Bookshops of London covers both new, second-hand and specialist bookshops, which are listed by geographical area. The arrangement is somewhat unhelpful for those who are looking for a specialized bookshop and the inclusion of some shops, for example Dillon's, under many different specialities seems to indicate that the categories are being applied rather loosely to general bookshops. Each entry contains the shop's address, location and opening hours together with a brief description. The comments tend to be kindly: "Walking into this colourful children's shop is, in itself, enough to make you want to leave kids" rather than "interesting, but the general endeavour is worthwhile".

Get started

Novel DIY

Get started

Writing for Promotion and Profit: A Guide to Educational Publishing. By Ron and Joyce Cave Educational Consultants. £3.95. 0 9509706 3 8.

Many teachers think about writing educational books. This useful little publication will be helpful to them and may well also act as the final stimulus to get them started. It covers the usual practicalities - "Finding a Publisher" and "Production" - and goes on to consider other freelance opportunities such as consultancy. There is also a chapter on self-publishing, which is clearly developing as a workable alternative for writers in all fields - though the appearance and design of a book do not constitute a thrilling advertisement for doing it yourself.

The book fills a need and is based on hard experience. As it says, though, it does not go out to teach teachers how to write. This is probably an even bigger gap in the market.

Gerald Haigh

Up-date

A Short History of English Literature. By Harry Blamires. Methuen 2nd edition £5.95. 0 416 3 7440 9.

It is good to see a reprint and complete up-dating of this well-written historical tour de force, with its evidence of vast reading and literally thousands of useful facts, though I still hope for a further edition with a chapter on Anglo-Saxon literature.

Robinson Hood: an historical enquiry. By John Bellamy. Croom Helm £14.95. 7099 3278 2.

Three years ago Robin Hood was followed into the greenwood of myth by Professor J C Holt and brought back to the daylight of history in a delightful book which argued an origin before 1300. Now another professor, armed with even more elaborate detective apparatus, has reported from the search. John Bellamy presents Robin with minute but circumstantial detail as a renegade porter from King Edward I's household. The conclusion is that Robin's exploits really happened in the years 1323-24 in south Yorkshire and Nottinghamshire. Bellamy is very shrewdly, he knows a great deal about local history, and

company has also started a parallel reprint list. From a small office in his south London home, Lane has acquired the rights to the classic H L Lawrence translations of the novels of the Italian writer Giovanni Verga. Often described as the Thomas Hardy of Italian literature, Verga is set by both A level boards and the Italian departments of many universities, but his work has for a long time been generally unavailable in English.

So far his principal novel, *Mastro Don Gesualdo* (£2.95) and the delightful *Short Novels of Sicily* (£2.50) have appeared in the Dedalus European Classics series. Further details from Dedalus Limited, 9 St Stephen's Terrace, London SW8 1DJ.

Hugh David

Sherwood target

writes without concession to readers who may not be sure of words like escheat and replevisable. But he develops the argument that *The Quest of Robin Hood* is the oldest and probably only genuine written account of Robin and his band, and that it is a collection of ballads worked up about 1370 into a romance for a well-to-do household. Real people are traced by Bellamy through a maze of official records in which English medieval history abounds: Henry de Fajoumberg, for example, is demonstrably the sheriff, and Little John another lowly member of the king's household. The book is a historian's exercise, densely packed with references. Research is tougher than romance.

Robin Du Bouilly



Nature and nomads

Natural Dyes, Fast or Fugitive. By Gill Dalby. Ashill Publications £2.95. 0 948020 00 8.

Plant Forms. By Nigel Billington and John Jeffrey. Longman £5.95. 0 582 21140 9. **North American Indian Designs.** By Eva Wilson. British Museum Publications £4.95. 0 7141 8055 6.

There are many handbooks available which explain the process of dyeing with traditional natural dyes; Gill Dalby's booklet explores the permanence of the colours thus gained. It would have helped if the recipes had indicated the colours obtained by combining dyestuffs and varying mordants; also the list of useful addresses does not include suppliers of imported dyes. Therefore, a book such as Seonaid Robertson's *Dyes from Plants* would still be needed if a full understanding of the craft was desired.

The Design Resource book *Animal Forms* has now been followed by a useful collection of plant forms. The interpretation and stylization of living flora and fauna, whereby they are translated into design form, is a valuable area of study and *Plant Forms* will be a welcome stimulus to all craft areas. An all-too-short introduction illustrates ways of using the resource material, which is followed by black and white plates taken from 19th-century steel engravings which can be used as a starting point for individual interpretations.

There is no large scale North American Indian art as these people were mostly nomads. Their designs, however, were not purely decorative - lineages, clans, heraldic art forms, and depictions of mythical beings held supreme importance. Rigid rules of design were laid down and the resultant patterns in basketry, painting, weaving, beadwork etc. had a significance and symbolism which has been largely lost. Males were considered to be the artists, and they were in charge of the painting of pictographs. Women produced the conventionalized symbolic forms of geometric design. In the work thus produced the most ingenious use of textures and intricate techniques overlays the primitive energy with a complex and delicate sense of surface interest. In a monochrome pattern book none of this can be shown and some of the more disciplined prescribed patterns seem to have a deadly graph paper appearance. The ceramics are an exception, even without colour the designs have a power which radiates from the pages. As a design source, Eva Wilson's book would be stimulating to both artists and students.

Betty Tadinan

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THE GROWING EDUCATIONAL PUBLISHER

BOOKS

Fallen idols

How Can We Know? By A N Wilson.
Hamish Hamilton £6.95. 241 11413 6.

A N Wilson's novel *Unquieted Hours* is a farce about the Church in England. Similarly, Rose Macaulay's last novel *The Towers of Trebizond* is high comedy dealing with religious life. Dame Rose asked that all her letters should be burnt after her death, but this did not prevent the posthumous publication of a correspondence tracing her journey back to a radiant belief in Christianity after 30 years of painful agnosticism. Initially an account of extreme vulnerability, it is a valuable Christian document.

Two aspects of A N Wilson's reflections on religion are also now available: *Unquieted Hours* which ridicules the religious establishment and is of sometimes bestial hilarity (it received a welcoming press in 1978) – and now *How Can We Know?* – an account of his own position with regard to Christianity. He begins by saying it is embarrassing talking about God: Rose Macaulay would have agreed. Nearly 2000 years ago this was done with unparalleled clarity. The sermon on the Mount and the implications of what we can believe Jesus said about our relationships with each other, ourselves, and with God have since affected countless men and women who have found a new heaven and a new earth. But, as Wilson says, the less the world takes them to heart – and in so far as we fail to keep these commandments we move away from God.

Wilson has been criticized for offering no defence of the pernicious doctrine of vicarious atonement. But in a chapter entitled "Forgiveness" (the centre of the Christian message) he dwells on the fact that Christ offered no forgiveness for those who do not themselves forgive – a vital observation in a world which is as dangerous as the one we live in. (Interestingly, some of the Biblical descriptions of the events preceding the second coming are not dissimilar to a nuclear holocaust.)

Christ's humanity has often been obscured for some by the imaginations and obsessions of others. To quote the remarkable healer and ex-Archbishop of Zambia Emmanuel Milingo: "the church may become an idol to which we offer human sacrifices". Yet the churches have preserved the Gospels and the Communion – a link since the time of Christ.

Now Anglican, after a short time with the Church of Rome, a year reading theology and a fervent and itinerant spiritual adolescence, Wilson writes: "It is hard to imagine anything more trivial than the belief that God poured out His spirit on all flesh simply in order to create an exclusive club for persons of a particular religious temperament." The book ends with St Augustine's cry, "Thou hast created us for thyself, and our heart cannot be quieted, till it may find repose in thee".

Much editorial space has been wasted in literary vendetta over this book with attempts to characterize A N Wilson as the sort of Fribankian fool he himself might have created and to obscure his obvious seriousness. I trust the result will not be his burial without hope of resurrection.

Penelope Lee

Feminist fact and fantasy

Women in England 1870-1950. By Jane Lewis.
Wheatshill Books £16.95 and £5.95.
A Woman's Place) an oral history of working-class women, 1890-1940. By Elizabeth Roberts.
Blackwell £14.95. 0 631 13572 3

One of the spin-offs of the Feminist Movement has been the vast proliferation of writing about woman's place in history and society, as can readily be seen from a glance at the Guide to Further Reading in Jane Lewis's *Women in England*. Ms Lewis has attempted to draw together this wide body of research to give a picture of life for both working class and middle class women during the latter part of the 19th and first half of the 20th centuries. But, as she says in her opening sentence: "It is very difficult to reach a balanced assessment..."

Throughout what appears to be a very thorough and painstakingly researched discussion of woman's role she betrays a measure of partiality in her preoccupation with male domination and the deliberate oppression of women which neglects those counterbalancing incidences where that oppression was never exercised. For example, she implies that women (and then only unmarried women) were not employed by the Post Office before the 1870s and yet Hester Streeton (the most popular of Victorian novelists) had been reprimanded for insolence 10 years earlier, while working "on the counter". Similarly, while one would not dispute that there were strong pressures for middle-class girls and

women to remain "in the home", yet the readers of more progressive magazines such as *The Woman at Home* (a contradictory title to a magazine which was in fact launched on the reputation of a working married journalist, Annie Swan alias Mrs Burnett Smith) or of *Girl's Realm* can have been left in no doubt about the value of employment.

There are, however, some nice points that come out of Ms Lewis's preoccupation: Georges Romanes declared that "... it must take many centuries for heredity to produce the missing five ounces of the female brain", thereby implying that woman's brain must be inferior, he failed to recognize that the female brain was, in fact, relatively heavier in proportion to body weight. In the resultant backtracking, this was finally explained as evidence of a childlike physiology.

Again, when Ms Lewis is considering the over-protection of women, she underlines its illogicality. It was apparently wrong for women to do heavy work for long hours in a factory (where they would be paid) but quite all right for them to labour from dawn to dusk lifting heavy buckets, scrubbing and laundering in the home. It was wrong for women to work in the white lead industry because it might impair their child-bearing abilities, but it didn't matter if they poisoned themselves with TNT in a munitions factory.

When, though, she comes to a discussion of the Thirties and Forties (periods I am old enough to remember) the book's bias becomes more obvious. While I would not dispute her

facts per se, I would hazard that she gives an incomplete picture. The she describes is difficult to read with first-hand knowledge and more than a touch of feminism.

By contrast, *A Woman's Place* (of that title) shows a much more even-handed approach. Ms Roberts has confined herself not only to a shorter period and narrower social locations, Barrow, Preston and Lancaster. Her information is, so far as the straight from the horse's mouth, in Ms Lewis's work. The text is an analysis of accounts given by working class men and women who grew up lived in the towns and is full of the little obvious racism and classism through in the descriptions of women's difficult and often undervalued work. Rather, there seems to be a nostalgia for the good qualities which were the malady of the childhood and early married life which have been lost along with the back-to-backs.

One should not extrapolate such a limited, in-depth survey to Roberts's (indeed the local differences between the three towns of Barrow, Preston and Lancaster are well rounded sample against which measure Ms Lewis's more sweeping survey with its heavy reliance on secondary sources and the averages of statistics which are open to manipulation.

Valerie Alden

Guidelines

Parents, Rights and Responsibilities: a series of guidelines produced by the National Elfrida Railhouse Society for set of 12.

The 1981 Education Act can be complex for both parents and professionals, and the information sheet produced by the National Elfrida Railhouse Society are enormously helpful in sorting out the rights and responsibilities of parents of children with special needs.

Because they are divided into 12 areas, it is possible to single out a particular aspect which is relevant to parent at that point in time, concentrating and simplifying the information they need to know. The 12 booklets are compiled from many disciplines and the cross referencing makes it easy to pick out relevant information quickly.

The guidelines are a valuable addition to any unit where professionals are writing statements for the Act, and parents should have access to them.

Pat Agnew



A guide and her receiving telephone messages during the First World War – from the Girl Guide Album, a pictorial history of childhood from 1910-1985 compiled from newspapers, books, song sheets and photographs by Cynthia Forbes, and published by the Girl Guides Association to celebrate their 75th Anniversary (£3.50).

CHILDREN'S LITERATURE

Prince Siddhartha. By Jonathan Landau. Illustrated by Janet Brooke. Wisdom Publications £7.95. 0 86161 016 9.

Ananda in Sri Lanka. By Carol Barker. Hamish Hamilton £5.50. 0 241 11264 4.

Prince Siddhartha is the story of a man in search of the true meaning of life. It begins with the birth of a very special baby. Even before he was born, the wise men of his world's kingdom predicted that he would one day become either a great king or a great saint. His father, King Shuddhodana, wanted him to become a great king. He surrounded his son with all the earthly luxuries and pleasures that he could get. But Siddhartha's

destiny was leading him in a different direction. One day he came face to face with the old, the sick and the dead. His mind was disenchanted with going to leave the palace, his beloved wife and his only son in order to seek the real truth of life and to discover an end to all the sufferings. When he encountered the Buddha, the Awakened One, then he set off to enlighten others.

As this story has been written for young children, the language is delightfully simple. The treatment of the subject is similar to Ashvaghosha's classic account of Buddha in Sanskrit. A strong human touch is the most precious element of the original story and this has been preserved with great care. The essence of Buddhism is conveyed in a most spontaneous way by a person who happens to have faith in the philosophy of life. Consequently, there is an underlying tone of affectionate tranquillity for which Buddhism is world renowned. It is this quality that makes this book stand-

ing among the crowd of Indian books on this subject. It is a lovely way to introduce young readers to Buddhism.

Carol Barker's picture book describes Buddha's life through the everyday life of a boy, Ananda, living in the small village of Turuwila in Sri Lanka. It depicts the home with his family and the life-style of ordinary people in a Buddhist village. Ananda and the Buddha help create a strong background of colour and act as a background for the detailed description of traditional Buddhist temples, deities, and the dense account of path and journey to enlightenment.

To write this book Carol Barker spent two months in Sri Lanka, visiting the sacred temples and gaining insight into the everyday life of the people. Her account of Buddhism is rather academic and lacks warmth and spontaneity. However, it would make a significant resource book for students of Buddhism.

Aruna Alliman

Record of a victory

Doran: child of courage. By Linda Scotson.
Collins £8.95. 0 00 217340 9.

Mrs Scotson is a mother who refused to accept medical opinion that her badly brain-damaged baby Doran was necessarily condemned to an institutional life suitable for someone deaf, blind and unable to walk. Instead she whisked him off home, stimulated him in as many ways as she could every day, and finally heard of the work of Glenn Doman, founder of the American Institute for the Achievement of Human Potential. Here was another figure who rejected medical pessimism about "irreversible" brain-damage in the young, and soon the author was flying her son across the Atlantic, returning home with a stiff programme of exercises. For sceptical British doctors, these amounted to little more than "just wiggling a child's limbs and then hoping". For Doman and disciples like Mrs Scotson, daily routines ranging from extensive crawling practice to swinging around on ladders were part of the vital task of stimulating sensory pathways to the brain and so getting still living cells to take over functions normally overseen by cells that were now dead.

Did it work? Evidence in the book, not least the expressive photographs of Doran himself, suggest that it most certainly did. Many doctors would still dispute much of the scientific reasoning behind Doman's theories, yet it remains true that all children, whether brain-damaged or not, are still surprise packets in many ways, both to science and to their parents. Put an average amount of effort into them and they generally respond in like measure. But faced by a regular deluge of adult energy coming across at pale force and brooking no interruption, children have often reacted in extreme terms themselves. This is not just a matter of the various home-taught prodigies cropping up in the media from time to time; children suffering from different but equally serious deprivations as those that affected Doran have also on occasions been returned to normal through exhaustive re-education programmes manned by devoted, round-the-clock volunteers.

This is not to say that anyone can do anything with every sort of child, given the time and the will. Other important factors are necessary on both sides. In Mrs Scotson's case, her own loving energy and incredible optimism found a perfect foil in her plucky, intelligent son Doran. The account of their relationship is often breathlessly written and highly egocentric; it is also an edifying record of a truly heroic victory.

Nicholas Tucker

Reminiscences

Lancet Dig In. By Trevor Horn.
Ellison Editions, Orwell, Cambs.
£2.50. 0 946092 04 4.

He Came To Cambridge. By J Nisa Listerman.
Ellison Editions £2.75. 0 946092 02 8.

Seventy years on and still they come, the diaries of the First World War. A waste of time at this late date? By no means: for every newly-published journal presages yet one more revealing tesserae into the vast mosaic of printed reminiscence and often gleams with detail unrecorded elsewhere.

The late Trevor Horn's is, moreover, a Moon and Mars diary; and this is by virtue of the fluidity of the fighting, for every specimen than a trench journal of, say, 1916 or 1917, when long periods of equal status alternated with brief bouts of hectic combat. "Colonel Horn charted that most gallant and resourceful of withdrawals, the Retreat from Mons, and the short sharp shock to the hitherto all-conquering Von Kluck of the ensuing 'After' advance at the Battle of the Marne, crisply and economically, but with an acute eye for the particularities that make good diaries reverberate down the years.

The publishers of this, and of the other booklet, a touching memoir of the Rabbi David Samuel Margules by his daughter (he followed the tortuous and tortured path of so many of his religion and generation: in his case, birth in Lemberg/Lviv, persecution, flight, internment on the Isle of Man, and eventual British citizenship) are clearly people of enterprise and imagination. They need, however, to tighten up some aspects of their editing. In the Horn diary, for instance, the index page-numbers don't fit those of the text; and a photo, allegedly of the eventual British C-in-C in France, is labelled "Bernard Hall" (it was Douglas) and is, surely, not of the most dour and uncommunicative of Scots. It looks much more like that celebrated cavalryman, "Fifth Army" Gough.

Martha Fagg

Good laughs

The Penguin Stephen Leacock.
Selected and introduced by Robertson Davies.
Penguin £4.95.

The Edwardian humorists – for so long so strangely neglected – are on the way back. Jerome K. Jerome, W. W. Jacobs, Saki, Barry Pain, and now Stephen Leacock. Apart from being funny – and more than merely funny – how well they wrote! Saki was perhaps too exquisite a stylist; he wrote in apologetics; but the others were all masters of plain prose, and of the broadly comic. None more so than Stephen Leacock, who like Lewis Carroll was an intellectual and a don. The Penguin selection gives a good idea of the brilliant and gusto of his essays: in hilarious satire, deadpan irony, parody and pure nonsense, as well as reprinting his unfinished autobiography, *The Boy I Left Behind Me*.

David Wright

An Ethiopian Chief, c1896, by F Holland Day – from an outstanding, comprehensive new history of photography by Dr Naomi Rosenblum. With 800 illustrations (83 in colour), the book includes chapters on portraiture, documentation, advertising and photojournalism as well as equipment and processes. A World History of Photography is published by Abbeville Publishing Agency, Inc New York – UK agents: Pandemic Ltd, 71 Great Russell Street, London WC1B 3BN. 01-242 3298.

The politics of hunger

Ethiopia: The Challenge of Hunger. By Graham Hancock.
Collins £3.95 and £8.95.

Last October thousands of people were shocked into action by television pictures of the appalling suffering and human degradation in the famine-stricken areas around Korem and Makalle in northern Ethiopia. The public response in terms of charitable donations was unprecedented, but many who contributed did so with feelings of anger, despair and incredulity at the scale of the disaster.

Graham Hancock's book is essential reading for all those with unanswered questions about the catastrophe, and its balanced perspective makes it valuable reference material for schools that have become involved in fund raising projects for Ethiopia specifically and third world development issues generally.

Ethiopia is a country of many "nationalities": 80 language groups

and almost as many life styles. Drawing on his wide personal experience of the country as East Africa correspondent for *The Economist*, the author introduces the country's varied human and physical geography and describes the background to the famine and the complex political, economic and ecological factors that have combined with such tragic consequences. These he witnessed on a profoundly shocking visit to the worst of the famine areas at the end of last year.

It is no coincidence that the areas of greatest suffering and starvation are also those caught up in the violence of civil war. The background to the secessionist movements in Tigre and Eritrea is described and their costs to the country in human and financial terms. By far the worst element in this, the author believes, is the way in which resources have been diverted from essential development projects to the non-productive activity of war.

Rather than urging an end to hostilities, the superpowers have found it in their interests to prolong them, largely because of the strategic importance of Ethiopia and the Horn of Africa as a whole. In the author's words, the area has become a zone of superpower conflict by proxy. Furthermore, because of conflicting political ideologies, the West, which is prepared to lend money to Ethiopia on commercial terms, refuses to become deeply involved in long-term bi-lateral aid programmes, which would help the Ethiopians help themselves.

With drought and desertification now threatening vast areas of Africa, short term emergency aid is not enough. We need to campaign for change in all the major structural problems that underlie world hunger. As a start, the author suggests, we can join Oxfam's *Hungry for Change* campaign, which aims to increase public awareness of the complex causes of underdevelopment.

Mary Cruickshank

M F

History on the runway

The Twentieth Century World: An International History. By William R Keylor.
Oxford University Press £19.50. 19 503369 8. £8.50 503370 1.

This is a remarkable feat of assimilation and synthesis. Its main selling points seem to be five.

First, its range: this is an authentically global history: the treatment of Africa, Asia and Latin America is not, for once, confined to a few token trimmings, but is substantive and authoritative.

Second, its up-to-dateness: the main text concludes with a chapter tracing the development of the Sino-American rapprochement of 1969-1975; and a final section, "Detente and After", proffers an interim assessment of subsequent events right down to 1983. The very recent past can, notoriously, be dead ground for the student. Too soon for its dust to have settled, or for historians to risk treating it. On the other hand, too distant to be still the current coin of newspapers and journals. Professor Keylor will be a good friend to students who find themselves frustrated in these ways.

Third, the firmness with which the book's principal theme – the profound interdependence, economic and political, both of the world's sovereign states and of its regional groupings – is sounded and then explored in innumerable instances and variations.

Fourth, the justice of scale and proportion with which such an exceedingly ambitious enterprise is carried through.

Last, but by no means least, the uncluttered fluency of the prose with which Professor Keylor clothes his narrative. There is no fuzziness or ambiguity: everything is presented in a strong, clear, direct light.

The longest section of the book, "The Thirty Years War", treats the period 1914-1945 as a "logical continuum, starting at Sarajevo and ending at Potsdam." Of 1914 the author writes: "The likelihood of British intervention was accepted with equanimity by Germany because of the universal expectation of a war of brief duration, as in 1870." Accepted with equanimity by the High Command no doubt, but the Wilhelmstrasse's desperate efforts in the last days of peace to rein back the Austrian belligerence it had earlier done everything to incite and sharpen, show that the belated realization of the inevitability of Britain's involvement was not an equable prospect for everybody at the top in Germany. But by the time Bethmann-Hollweg started applying the brakes, it was too late. He was trying to abort the take-off when the wheels were already clear of the runway.

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HMSO BOOKS

lingo

Changing fast

Like other aspects of language, the meaning of words also changes, usually slowly but occasionally almost overnight. An example of the former, from linguistic history, is *fast*, and of the latter, *gay*.

Fast originally meant "firmly fixed" as it still does in phrases like "stuck fast", "make fast", "steadfast", and "shamefaced". (The last, to diverge for a moment, is a pretty example of folk etymology at work, changing "shamefast" into something superficially more understandable.) The transitional senses by which *fast* shifted

from meaning "fixed" to meaning "moving rapidly" were: "fixed" → "unwavering" → "persistent, unrelenting" → "without slackening" → "speedily". Somehow, nobody gets worked up about the thousands of examples of sense development like that undergone by *fast*: they are safely embedded in the history of the language and are seen as perfectly respectable.

But what are we to make of *gay*? Reactions to such instances of verbal kidnapping range from unease through distaste to outright fury. Such *causes célèbres* apart, however, how many of us are conscious of what is happening to words like *discriminate*, *segregate*, *integrate*, and *securify*? Will the recently developed special usages of those words take over, and will *gay* – or even now – be unable to write "His assiduously cultivated a nice sense of discrimination"?

The pass is about to be forced in the case of *aggravate* and clearly all defensive positions have been overrun in the case of *resist* ("restless" but originally "apt to balk [at a fence], difficult to control") and *zeal* ("put an end to" but originally "wound"). We have scotched the snake, not killed it! In *contact* ("get in touch with") going the same way? Does it matter?

It is clear that all who care for our language should by practice and precept resist such linguistic wantonness. Even though it is equally clear that in the long run we will lose most of them; just as it is clear that, unlike Dr Johnson, we cannot write of "those with whom time and intercourse have made us familiar" – not without ambiguity, at least.

W T McLeod

Andragogy in Action: Applying Modern Principles of Adult Learning. By Malcolm S Knowles et al. Jossey-Bass Ltd £24.95. Patterns of Learning. By Cyril O Houle. Jossey-Bass Ltd £16.95.

These two books are useful additions to the growing resource for continuing education. Malcolm Knowles' book presents various successful programmes for adult learners, all with the common denominator of andragogy – the teaching of adults, as opposed to pedagogy, the teaching of children. How to do it? Here are a collection of progress reports. Cyril Houle's book is an elegant set of reflections on the effectiveness of different ways of learning, drawn from such diverse people as Michel de Montaigne and Billy Graham, at an approach route to suggesting how formal education and learning can get itself out of its uneasy factory.

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ARTS

Battles of wits and pits

Robin Buss on television and the end of the strike

The Miners Decide Channel 4, March 3
Panorama BBC1, March 4
The Miners' Strike ITV, March 1
Here We Go Channel 4, March 5

The television news companies had had almost a year to gather material and plenty of warning that the miners' strike was coming to an end. "We faced... a government aided and abetted by the judiciary... and you people in the media", Arthur Scargill claimed. His tactical battle with the media in general and television in particular had been a feature of the strike, duly recorded by those same media. Channel 4's report on the crucial NUM meeting on Sunday night included that quote and demonstrated the apparent objectivity that comes from the professional skills which television has developed in its coverage of such events. When the narrative is structured to fit its requirements, it acquires a truth of its own. The alternative truths expressed by less experienced communicators, like the "ordinary" men and women interviewed in all three of these programmes, are not merely less persuasive; they are absorbed into an alien context. To this extent (and only to this extent) Scargill is right.

The issues are complex and diverse, the number of ways in which they can be presented are limited. *Panorama* on Monday took a "broad" view, film, analysis and discussion, but only incidentally threw up the two crucial words: "economic" and "political". In its survey of the future of the coal mining industry, it offered divergent views of the opportunity cost of pit closures, academic economists arguing in favour of the broad and narrow interpretations of what constitutes an "economic" solution. The second half of the programme centred on a discussion in a Derbyshire village where the audience was divided physically between "scabs" and strikers; the very division making nonsense of the claim by one speaker that it was the NUM that had tried to make the dispute "political", as if the decision to work had not also been a political act and as if village politics were less authentic than Westminster Politics. The difference, perhaps, was between those who welcomed the intrusion of the camera and those who just wanted to be left alone in the hope that some of the wounds would heal. In the absence of settlement and with no promise of amnesty for miners dismissed by the NCB, it seemed unlikely.

"Welcome back," said Jonathan Dimbleby, following a commercial break in the ITV special, three days previously on the dispute. The greeting may have seemed open to misinterpretation but was, in fact, a conventional formula. Broadcasters, like

politicians, have their own standards of sincerity and, while ITV considered the issue serious enough to warrant cancelling *Dempsey and Makepeace* and a repeat of *The Gentle Touch*, there was still no reason to treat it differently from an election night special or a report from some far-flung corner of the globe. Welcome back, then, to one of the longest and most divisive disputes in British industrial history, with the familiar mix of live reportage, studio discussion and representatives of all parties... not forgetting the obligatory opinion poll.

Not forgetting, too, the skill of Brian Wliden, whatever you think of his voice. He faced Norman Tebbit, Neil Kinnock and David Owen with the alternatives of harmony and change, allowing each to pretend that, in various ways, his party could alter the structures of British industry without disrupting the social fabric, while leaving the viewer to suspect that all three, in various ways, were dodging the issue. It may or may not be true; the alternative offered may or may not be a genuine one; but you have to admire the ability of an interviewer who can dictate the terms of discussion to such men and restrain them, most of the time, from having a go at each other.

Like the rest of the three-hour programme, in fact, it was well-made television, only at moments disclosing a hard or unexpected truth about the strike. They were not the moments that involved Mr Eaton, representing the Coal Board, or Mr Scargill, representing the NUM (despite Norman Tebbit's attempt to make him solely responsible for the "bitter divisions" in the country). In their reports from the mining regions, the television interviewers, too, played their accustomed role, harvesting the anger of the miners' wife who called Margaret Thatcher "that bitch" (good television), while trying to lead more serious argument (responsible reporting). Most of what this revealed would only come as a shock to someone who thought Arthur Scargill's power derived from a pact with the devil, not from the anxieties of NUM members.

The moments of truth illustrated the reality of these anxieties: the desolate face of the Rhondda, for example, where a decision in London can destroy a whole way of life ("our pit was the mother of our community... Our mother is now dead"). The decision may be necessary, like industrial change itself, but with some 200 years' experience we don't seem to have learned very much about cushioning against its effects. Until we do, it will be welcome back to more polished glimpses of warring lives: "we've just got this time, no money no job..."

"Do you want a society that makes things and builds things?" On Tuesday, sacrificing the *Avengers*, Channel 4 showed *Here We Go*, a collage of testimonies from the miners, their wives and their supporters, filmed earlier this year. There was bitterness, against the working miners, the government, the NCB, the media, the police and the TUC. But in the main the programme emphasized the positive features of the solidarity created by the dispute. "People are the thing that's important", and it is easier to show the anger that divides them than the less spectacular emotions that bring them together. The programme made no attempt to explain the dispute, or to achieve a "balanced" assessment. The result was genuinely good television, a document that will convey what the strike actually meant to those who took part in it, long after the immediate economic and political issues have been resolved.

Next week

Chris Bigsby reviews Alfred Kazin's *An American Procession*; Robert Skidelsky on a currently threatened touring opera group

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Challenging images

Renoir. Hayward Gallery until April 21.
Munch and The Workers. Barbican Gallery until April 8.
St Ives 1939-64. Tate Gallery until April 8.
Elizabeth Frink. Royal Academy until March 24.
Tradition and Renewal. Barbican Gallery until April 8.

We have all been taught to see Renoir as the Impressionist painter of everyday life and Munch as the introspective artist par excellence, yet the Frenchman's preoccupation with the nude male nude recurs throughout the Hayward retrospective, and the Norwegian spent the last 20 years of his active life on a series of mural projects devoted to the life and industry of working men. A comparison of Renoir's "The Judgment of Paris" with Munch's "Workers Returning Home", both painted around the outbreak of the First World War, does more than contrast two very different artists; it almost reverses their public images, and challenges the standard accounts of modern art.

The usual textbooks recommended to GCE students ignore the later work of Renoir and Munch, which implies that they failed to make any further contribution to the development of 20th century art. But is this true? Do not Renoir's nudes at the beginning of this century, fluid and repetitive as they are, point the way towards the neo-classicism of the twenties? And how do we no longer believe in art to be autonomous, do not Munch's

workers reflect the growing importance of socialism at the time?

The St Ives show is admirable in every way, well-documented with photographs, texts and other relevant material and providing what amounts to a group of individual mini-exhibitions of all the important artists who lived or worked in the district, including the potter, Bernard Leach. If the map-like pictures of the untutored Alfred Wallis best represent the topography of the place, it is Barbara Hepworth and Peter Lanyon who most successfully caught its essence. Hepworth's stringed and burrowed wood carvings vividly evoke the waves and cavernous depths that surround the town while Lanyon, the amateur glider, fuses an aerial view of the sea with a swimmer's sense of its engulfing movement.

This is a far more comprehensive exhibition than the Renoir, which lacks too many key-works to be fully representative. Just to see how differently Christopher Wood, Ben Nicholson and Patrick Heron interpret the view through a window could help many a pupil confronted with the same subject. Above all, they might realize how their own local environment, the one they know best, can provide the richest starting point for painting and sculpture that moves easily from the most concrete details to almost total abstraction. That is what is so vigorous and rewarding about Roger Hilton's work.

How very different is the sculpture of Dame Elizabeth Frink, an establishment figure that Sarah Kent's introduction would like to see realigned

with the feminists. A prize-winning student in the early Fifties, Frink's spiky images of aggressive men and bull-necked men were linked to the similar work of her teacher, Bernard Meadows, and that of Ian Chadwick and Reg Butler, all of whom were at the Serpentine. Taking the abstract formal route between one point of view and another certainly gave her work an awkward tension but I doubt if anyone has read the catalogue to find any significant sexual or political comment in her sculpture.

Frink's later work is far too close to the academicism of the late 19th century to merit the title of Tradition and Renewal which East German artists are expected to generate a force for social change and there are some explicit, political statements, yet this quite clearly does not preclude personal interest, or confine the painter to a straightforward socialist realism. Generally an Expressionist in tone, there are figures like Hurler's *Ebersbach's "Hing Man"* and Walter Lindner's *"The Courtship IV (Marie)"* that are easily hung alongside much more garish work in the west. A lot of the work makes all of its re-examination of assumptions about contemporary art particularly beyond the Berlin Wall.

Michael Ondaatje

Above left: Elisabeth Frink's *Men* 1962, and right: Renoir's *Man with a rifle*, 1870.

March music

African Sanctus at Shrewsbury
The Barbican exhibition *African Sanctus* goes to Shrewsbury School for one week on March 11. It tells the story of composer David Rahbar's journey through Africa. With a rock band, cameras, and tape recordings, giving a fascinating glimpse of the country which inspired his famous, highly original, orthodox setting of the Latin mass. (The exhibition includes a map or photograph display and examples of Rahbar's dances, set against a background of human voices, animal noises and natural sounds. The *Sanctus* will be performed by the school choir on Saturday March 16; and the concert also includes the Five Spirituals from Tippett's *A Child of our Time*.

Festival auditions, Purcell School and Steelband on the South Bank
The regional auditions for the National Festival of Music for Youth began in the Queen Elizabeth Hall last week, with 600 young musicians from infant orchestras taking part. Some 20,000 are expected to enter for the auditions which will be held throughout Britain.

during March, 4,500 of these will be chosen to appear at the Festival on July 12, 13 and 14, with about one third going on to the Schools Prom in November. Further details from Jean Halford-Thompson, Music for Youth, 23a Kings Road, London SW3. Tel 01-730 2628.

Fifty teenage musicians from the Purcell School will be playing in "classical music extravaganza" on March 13 at the QEH. The Purcell School is the only school in Greater London to provide gifted young musicians with the chance to study music combined with a general education up to A-level. In honour of two celebrated anniversaries the programme includes Handel's *Concerto Grosso Op 3 No 2* and Tippett's *Little Music for Strings*. Other works include Dvořák's *Romanesque*, *Violin and Orchestra*, Grieg's *Holberg Suite*, and Haydn's *Symphony No 12*. The violin soloist is Janice Graham, one of the finalists in last year's BBC Young Musician of the Year contest.

On March 18 the London Steel Orchestra and steelbands from four ILEA schools will perform music by Strauss and other popular composers, catenae and Latin American music.

specially arranged for the occasion. The ILEA Schools Steel Orchestra has been invited to tour Denmark this summer to fly the British flag in European Music Year.

Careers Forum, Trinity College, London

A panel of speakers aims to give young musicians a realistic assessment of their prospects for a performing career in a time of recession, and draw their attention to aspects of the music business they may not have previously considered. Topics such as contracts, the theatre, careers in broadcasting, the record industry, and music and the media will be covered by Anthony Bowles (musical director of *Ensemble*), Melville-Mason (BBC Music Bookings manager), John Boydson (founder of Music for Pleasure label), and Robert Maycock (editor, *Classical Music*). The careers day is on March 14, and begins at 10am at Trinity College, 11-13 Mandeville Place, London W1.

Phillipa Davison

ARTS

Poetry to the people

Stephanie Nettell on the background to Poetry Carnival UK

"People ignore poetry, because poetry ignores people" - the words are Adrian Mitchell's but they express the impulse behind Poetry Carnival UK. Throughout this month, right across the country, poets will be reaching out to people - especially the young.

This is the first of what is hoped will be an annual nationwide celebration of poetry, seeded by enthusiasts at the Poetry Society but bearing fruit entirely through the local efforts of county English advisers, members of the Schools Poetry Association, regional arts councils, individual schools and teachers, and community arts projects. Each region has organized and funded its own activities.

The Carnival has drawn together poets of all types in the certainty that if poetry is to have a future, they and young people need each other. John Hegley, who will be working in Brentford, believes poets today fall short in terms of projection, that they're not doing their job if they are not out there performing in front of an audience.

With a background in children's theatre, and a pop group called the Poppletons (his glasses are a favourite metaphorical prop for suggesting different views of the world), he is a stand-up comic-poet who bounces ideas off 11-year-olds until they are composing their own haikus which, as often as not, he then performs publicly with a jazz group.

Gavin Ewart, on the other hand, has written only a few poems expressly for children, but believes even mainstream poetry can interest, amuse or

enjoyably frighten young readers. He does not see himself in the Kit Wright-Roger McGough mould of performer, and still thinks a serious poet doesn't primarily write something he can proclaim. "I'm more keen on the domestic stuff that needs a day or two's attention. It's a question of how quickly you want a poem to take effect, of whether you're writing propaganda poems like Mitchell." Or like, say, Joolz, a poet originally from Bradford, who addresses herself with cheerful aggression to London's teenagers.

Or Mike Rosen, veteran campaigner who performs in over a hundred schools a year throughout the country, "helping teachers themselves to stop being afraid of poetry, demonstrating that poetry is not precious, is not just for the clever". He works with six-year-olds upwards, and finds even the traditionally difficult fourteeners good at dialogue, where they enjoy the imitation aspect. He'll be facing an audience of a thousand in Winchester - "OK if the acoustics work".

But Jim Mulligan is tackling something quite new in his Tate Gallery groups. Accustomed to taking structured workshops with Arvon and in Wales this time he will work each morning in a gallery, using the pictures round him as workshop material for whoever wanders in and stays to discover what they can come up with.

Mulligan is head of English in a London comprehensive, but Kevin Crossley-Holland left publishing for full-time writing, holding an Arts Council fellowship at Winchester

School of Art to introduce words to the visually talented. Like Ewart, he is a reader rather than a performer; his forthcoming Radio 3 cycle of poems, *Waterlain*, is the portrait of the village of his childhood, exploring that relationship between people and place which enthral him.

Typical of the poetry renaissance that has energized Poetry Carnival UK is the collective Apples and Snakes, a cabaret group of seven who perform their own and other people's work, mainly in London pubs. They fulfil about 60 professional, realistically paid, engagements a year and have toured over 150 poets, bringing poetry to people who would normally find such a notion ludicrous. They'll be at the Battersea Arts Centre today.

Apples and Snakes is one of those GLC-sponsored successes which are now under threat. The Carnival's varying sponsorship luck has pointed out the absolute necessity of state and public subsidies. In all of London, Puffins was the sole commercial response - without the GLC and ILEA the entire project would have sunk.

Even in areas like Southampton, where commercial operators did bring in (shamefully cheaply though, Southampton is grateful enough), it was the TGWU, with their old-fashioned left-wing concern for education, that provided the only exciting prizes. Without aid from Regional Arts Councils and local district councils even energetic projects like this, battling to keep the arts alive, are doomed to extinction.

Ideals and legend

Les Justes. By Albert Camus. *Vineta*. By Jura Soyfer. Westminster School February 26 to 28. *Vineta* will be repeated on March 13.

This year Westminster School put on a French and a German play in the same week. It was a formidable achievement which demonstrated the pupils' acting talents and linguistic abilities, but it also highlighted some of the problems of foreign language productions in schools.

Les Justes, produced by Maurice Lynn, commemorated the 25th anniversary of Camus's death. The performance of *Vineta*, produced by Ian Hulsh, introduced a work by the little known Austrian, Jura Soyfer, a Communist Jew who died in Dachau at the age of 26.

The two very different plays clearly appealed to the pupils. The one by Camus, about a group of Russian revolutionaries plotting the assassination of the Grand Duke in 1905, represented a dramatic conflict of political ideals and human feelings, but this produced some lines that would be demanding of even the most experienced French actors.

Vineta was better suited to young actors already coping with the problems of a foreign language. The story of a diver, Jonny, who sinks into the sea, and finds himself surrounded by a sea of faces, a nightmarish criticism of Austria in the late Thirties. People, time and place are dislocated, like the woman who waits in the harbour for the ship that sailed yesterday, but despair leads to a deliberate banality, expressed in simple language.

Both productions were themselves simple, but the stage management of *Les Justes* was slicker. *Vineta* had some awkward scene-changes and any effort to use lighting or sound to create the effect of being under the sea seemed forced. Where it won in the end, however, was in Ian Hulsh's presentation of the play as an introduction to Soyfer. Preceded by readings of his poems, and topped and tailed by the "Dachau" (song of the Austrians in Dachau), the whole performance was carefully conceived, so that the audience seemed to join in the song at the end with an understanding of Soyfer which they did not have at the beginning. Gillian Macdonald

Lyrical ballast

David Self on Radio

For some months now, the Light Entertainment department of BBC Radio has been running a number of Youth Training Schemes. For the tragically large numbers of youngsters (including those with Fringe and university revues to their credit) who find themselves without their own television series, they have provided a kind of work experience. While wishing to applaud Radio 4's placement officer, David Hatch, and his desire to encourage young talent, one cannot help wondering whether shows such as "Up One Nostril", "Don't Laugh Now" and "The Yuck Show" will lead to proper jobs.

Meanwhile one's heart leaps up with joy to behold a new yet fully matured comedy series all bright and glittering in the smokeless air. The Westminster at Gorsewre (Radio 4, Mondays 12.27, repeated Tuesdays 6.30) is a parody both of soap operas and of the Lakeland Poets and their lyrical ballad. This everyday story of towering genius is centred on Vole Cottage, into which the industrious Dorothy and her headache-prone brother have just moved ("Give me those lavender bags, William, you'll strain yourself").

While Dorothy scrubs the floors, whitewashes the walls, scours the steps, mends the roof and chops wood, William works. Domestic peace and his achievement of the occasional lyrical fragment are interrupted by such visitors as Stinking Iris, the Leechpedlar (Tom Forrest with herps) and Samuel Teller Cholericke.

As the latter unloads his crates of wine and medicinal herbs, a special meal of gorse fritters, gilet pie, valerian pasties and sloe crumble is prepared. William writes a poem to a withered turnip ("Does anything at all rhyme with turnip?") and Cholericke wonders whether William and Dorothy ever, you know, together... (sound effect: cork drawn).

In what must count as a pre-emptive strike for radio actress of the year award, Denise Coffey is marvellously Cumbrian, and Simon ("Don't look now, there's an albatross coming out of the wall") Calow stoppeth more than one in three. Sue Limb's script is a positive ode in imitation of immortality; perpetual emotion recollected in tranquillity. The stylish quartet, Cantabile, (at present with their own well-deserved series on Radio 2 and an apparent hot-line to *Pick of the Week*) sing the parts of the Westmorland sheep, the rain and the trilling brooks in settings by Stephen Oliver while Jonathan James-Moore's production demonstrates that the pathetic fallacy is alive and well in the sound effects library. Next week: the arrival of Percy Bysshe Jelley followed by that danged duo, Charles and Mary Lump.

The catch

Catch 22. Crucible Theatre, Sheffield until March 9.

The programme notes hopefully suggest that Heller's adaptation "may even be said to improve on the original". It does nothing of the kind. All it does is reduce a brilliantly rich and dense novel to a series of wacky sketches in which Yossarian is bounced from one barely realized character to another with all the frenetic clamour of a pinball machine.

Heller's approach is linear. Yossarian is all. Gone are Dunbar, Orr, Chief White Halfoat and a hundred others. Those that are left appear as isolated comic turns. Gone too is the thread of dreadful, perverse logic that in the quest for order turns even the most bizarre incidents, such as the death of Doc Daneeka, into perfectly normal, rational events. Catch 22, the sinister rationale that justifies madness, has become a joke.

The cast, under Mike Kay's direction make the most of what is left, although in some cases the characters

are so thin as to leave them little alternative other than to mug away desperately for the next laugh. Lolly Suss as Nurse Duckett and Nately's Whore avoids this trap but the actors who share twenty-eight parts between them with scarcely a single role of substance each have a much harder job.

Danny Brainin's Yossarian, trapped like a fly in a bottle, makes his search for an escape the only reasonable course of action. The play is very funny, and as a manic anti-war Pilgrim's Progress it works. Catch 22 is now firmly embedded in the A level syllabus and this production is likely to attract a number of school parties and whether students have started the book or not it is worth a visit.

Those who have read the book will argue for hours about which scenes and which characters should have been included. Those who have yet to start, or who are experiencing difficulties in getting to grips with the text will be reassured to find that it makes them laugh, and the simple approach that concentrates only on those events that concern Yossarian directly, will give them a guiding line to follow as they tackle the more complex aspects of the novel. Nick Wood

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Unemployment can offer some unexpected opportunities. The London Borough of Hammersmith and Fulham's public cricket scheme has afternoon sessions in Bishop's Park Fulham.

All play and no work

Under the pressures of unemployment attitudes towards leisure are changing
by Chris Middleton

The similarities of lifestyle between prewar Mayfair gadabout Bertie Wooster and a modern-day school leaver in the Midlands may not be apparent at first sight.

Nor, you might think, particularly enlightening. However, on closer inspection, there emerge a number of likenesses that do not merely add up to a mild literary frisson, but, rather, represent the tip of a very substantial social iceberg - indeed, of a glacial and little-perceived shift in attitudes towards leisure.

To begin with, both of our subjects are unemployed; indeed, both have given up the whole notion of employment, albeit one through choice, the other through force of circumstance and constant rejection. Both, too, are subject to remote nagging about this - Bertie from his authoritarian Aunt Agatha, his younger counterpart from a similarly hereditary work ethic, occasionally manifested in Ministerial or schoolmasterial shape.

The parallels continue. Both young men rise late - for want of anything better to do - both have their meals prepared by a permanent domestic retainer - in one case, Jeeves, in the other, a mother - and both of them have as their only viable goal the most fruitful enjoyment of their unlimited leisure time.

It is at this point, of course, that their two paths finally diverge. In the case of Wooster, it is off in the two-seater to the Cheltenham Races or the snooker room at the Drones Club - where we can happily leave him to while away his fictional years and family fortunes.

Let us stay instead with our jobless school leaver. Without car, cash or even connections, what chance does he have of spending his life of enforced leisure in a similarly stimulating way?

The answer is: more than you would think. For, coincidentally with an economic lull, there has, over the past five years, been quite a noticeable - if gradual - movement away from the conventional, rigid perception of unemployment as a kind of immobilizing disease.

And this thawing-out of attitudes, especially in the field of recreation, has produced a growing acceptance, both personal and political, of the fact that joblessness is not some theo-puritanic but a daily common fact of daily life, particularly for young school leavers in depressed areas.

A social disease, if you like, then, but one that is caught quite by chance, and which does not deter the sufferer from at least aspiring to a life that is just as full as those of people in full-time employment.

The result has been a veritable rash of initiatives up and down the country, designed to provide sport and leisure opportunities for young people out of work. Naturally, the main concentration of these has been in the big cities.

Manchester, Liverpool, London and Birmingham - but the idea has also spread to scores of smaller towns, such as Nottingham, Leicester, Lincoln, Durham and Derby.

In short, the unemployed boys - and to a lesser extent, girls, of Britain are coming out to play.

The most spectacular manifestation of this has been the NatWest Super Cup - a national, five-a-side soccer tournament for the unemployed - the finals of which took place on Monday at Ploketta Lock Sports Centre, in Edmonton.

In just its first year of operation, a total of 450 teams took part in the Super Cup, from towns as far apart as Plymouth and Consett. As soon as it was launched, it caught the imagination of players, youth workers, social and probation services up and down the country. And, as well as providing sport, the competition also broke new ground in providing a national framework for unemployed youth.

Association to waive the customary team affiliation fees - the statutory requirement for securing qualified referees.

The motivating force behind all this is organizer Tony Langham. After being made redundant from his job as commercial manager with Oxford City FC in 1982, he helped set up the Nottingham Unemployed Football League - a competition which began its life in the car park at the back of Notts County's Meadow Lane ground. Soon, the fame of the NUFL spread, and before long teams were travelling from all over the Midlands to play. The transition from a regional to a national competition was effected with the help of the NatWest's grant.

However, the major factor in the success of the Super Cup, apart from Langham's own relentless enthusiasm, has been the fact that there already exists an administrative framework (that is youth, social and probation services) to organize, kit out and transport unemployed teams to the games. In regular, well-run and well-disciplined units, they are able to play with ease and to take their place in the "gallery" - in how the Derby youth workers put.

Initiatives like the Super Cup, and the Sports Council's street motivation scheme "Action Sport", plus the new "Ever Thought of Sport?" youth campaign, have helped local authorities wake up to the fact that sport is both a practical and appealing way of making some provision for the young unemployed. And not before time, it might be said. After all, in the world of fringe theatre, it has for a long time been the practice to provide concessionary-rate tickets for UB40 holders, though no doubt the time-honoured links between the acting profession and the DESS have helped provide fertile

ground for such ideas to take root. Anyway, whatever the spur to action has been, there are now a surprising number of local authorities who have entered the field of recreation for the out-of-work. A Sports Council report published last year, entitled *Sport for the Unemployed*, found that 200 out of 399 local authorities in England and Wales were making some kind of official effort.

Of course, the degrees of effort vary. The most committed authorities - such as Leicester City Council - employ full-time sports leaders with a specific responsibility for involving unemployed participants - often these schemes work in conjunction with the Sports Council's Action Sport project.

The less committed councils do things like offering reduced rates, or even free sports facilities during off-peak hours; the least committed set up schemes that though well-meaning, still retain a certain quality of Quechua about them - for example, issuing people with Unemployed Identity Cards, only on production of which can they book a squash court at half-price.

Nevertheless, be it on fertile or somewhat stony ground, the principle of unemployed provision has now taken firm root in official thinking. Schools, too, are doing their bit, with more enlightened PE departments, such as at Leishfield High School, in Leicestershire, taking a lead in ensuring children stay with sport after leaving school - both by stressing the enjoyment - rather than competitive - aspect, and by introducing both talented and untalented players to local sports clubs.

Not, of course, that anyone is claiming sport is a social cure-all to fundamentally economic problems. Indeed, it is futile to pretend that a five-a-side football match once a week is adequate recompense for being one of the nation's "career unemployed". "But," as Tony Langham puts it, "in a city which has put you out to grass at 16, it's a start. It's not much - but it's a start."

Or, put another way, at least it's not the beginning of the end. There is plenty of evidence, gathered through schemes like the Southampton Courts Sports Project, to show that regular attenders at sports sessions have significantly lower levels of criminal activity than those who don't.

And that can't be a bad thing. After all, it's one thing for Bertie Wooster to spend an uncomfortable few hours in the Bow Street cells after pinching a policeman's helmet on Boat Race night. As in all good fiction, he gives a false name and only gets a five quid fine the next day.

For young people in the real world, however, things aren't quite as simple as that. Chris Middleton is editor of "Sport and Leisure".

A case to answer

Celia Brackenridge introduces the Women's Sports Foundation

"Surely sport is the most egalitarian institution in society!" retorted a Street sports editor when told about the recent formation of the Women's Sports Foundation. Sadly, he echoed commonplace, utopian view of sport.

Public reaction to the Moscow Olympic boycott showed clearly that sport is regarded as something pure, to be kept apart and protected from the poison of political interference. In the society which characterizes the world in sport, it is reflected and even magnified in sport. Ironically, where traditional values of fair play and equality are most jealously guarded, discrimination and exclusivity are rampant.

Despite the tremendous popularity of sport today, most people are aware of the difficulties faced by women in their pursuit of fair access to recognition in sport.

The Sex Discrimination legislation exempts sports in private clubs where the "average" woman is at disadvantage to the "average" man in terms of strength or power; Lord Denning took sportswomen's rights further backwards when he pronounced that the law would be "if it allowed a girl to play in a football league".

The Women's Sports Foundation, which was formed last year, explicitly addresses these problems on behalf of the thousands of women who currently play sport or wish to do so. Encouraged by the work of equivalent voluntary organizations in the USA and Canada, it was agreed that the time was ripe for such a group here.

Existing formal agencies which promote women's sport have had limited success, often being hampered in their progress by subtle, and in some cases overt, discrimination. For example, the Sports Council, the government-funded administrative organization responsible for developing sport, is itself dominated by male officials, and most of the individual governing bodies. The few women officers in these organizations have failed to challenge the entrenchment of patriarchy.

Since its inception the Sports Council has pursued a policy of "Sport for All" but what has this meant for British women? Despite a massive increase in numbers taking part since the early seventies, the overall rates of participation for women is still far below that for men. So, in their 1982 strategy, next decade, the Sports Council aims to increase women's participation. With slogans like "I'm still chasing girls but now I catch them" and "women's 1985 youth campaign" one wonders if things will ever improve.

Increasing concern for longevity and quality of life has certainly had an impact on our exercise habits. The jogging and aerobics crazes left a large residue of people committed to a more active lifestyle. The fitness boom and the increasing leisure time (albeit enforced for the unemployed) has even been acknowledged in parliament.

SPORT & PHYSICAL EDUCATION

A case to answer continued

often revel in demeaning women for the very reasons that they applaud men. There is no inherent reason why physical vigour and achievement should not be acceptable or admired in women.

Another frequent cause of aversion to sport amongst women is their negative experience of physical education. At worst, school sport is uncomfortable, degrading, embarrassing and isolating; it may heighten the self-consciousness of maturing girls, denying them the confidence in their bodies which, after all, underpins self-presentation.

It may also reinforce the stereotypes of sex-appropriate sport behaviour which guide decisions to opt in or out. But at best, physical education is one of the most potent influences for instilling positive attitudes and inspiring a life-long involvement in sport and exercise.

The historical division between men's and women's physical education in colleges and schools has exacerbated the situation: in no other school

subject is sex so consistently used as the criterion for grouping children.

Clearly, physical differences between the sexes at various stages of maturity must influence teaching. Boys do become stronger than girls in their teens but girls tend to be taller and heavier than boys before puberty. Girls potential for skilled movement, however, is no different. Where they may differ from boys is in their affinity for strenuous exercise since, by the middle years, they are likely to have internalized the sex-role stereotypes which subtly debar them from such endeavour.

Everything sport embodies - achievement, ruthlessness, drive and toughness - goes against the accepted profile of qualities for the "feminine" woman. This is enough to turn off many girls before they even reach secondary school. For those who do find sport and physical education appealing the dilemma becomes clear - how to reconcile their desire to play sport with their desire to be accepted socially as a "normal" female?

This dichotomy takes its toll on many young sportswomen: some offer constant justifications and apologies for doing sport, some drop out

altogether and some restrict their participation to those sports socially approved for women such as track (but not field) events, swimming, tennis and ice-skating.

Women who doggedly pursue contact sports, high risk sports, adventure sports or traditionally male sports undoubtedly face ridicule and may even be barred from entry to sports clubs or events.

Coeducational PE would not necessarily resolve the problem of sex-typing: in some cases, it might make matters worse. The women's movement has not yet resolved the separatist debate - whether to go it alone or to merge and risk submergence? - that is the question.

To accept that women deserve help in their pursuit of sport you must first be convinced of two things - one, that women are worthy of help and two, that sport is worth pursuing. Very few in Higher Education accept both propositions.

Deep-rooted myths underlie the contempt with which sportswomen are typically faced by academics. The "physical" has long been thought to subserve the "mental" and women

have long been thought to subserve men.

The fierce institutional battles fought over the status of sport and physical education degree proposals in the seventies reflected general unease about their academic rigour. Ironically, in giving way to diversification, the female training colleges have also effectively lost control of their own professional destiny. A case of submergence?

Despite the fact that sport is one of the most patriarchal of institutions, feminists have avoided the issue. Sport is associated in the radical mind with elitism, competitiveness and narcissism. Any social group without a voice - ethnic minorities, the handicapped or women - is first and foremost asking for sensitivity.

An additional and difficult task for the Women's Sports Foundation is to persuade the establishment that sport is currently riddled with discrimination and to persuade the radicals that sport can be a worthy cause.

No organization which seeks to reconcile these different approaches will have an easy time but then achievements in sport were never easy.

Enquiries to the Women's Sports Foundation, c/o Sheffield City Polytechnic, Centre for Geography and Environmental Study, 51 Broomgrove Road, Sheffield S10, S. Yorkshire.

Celia Brackenridge is hon. secretary, Women's Sports Foundation.

A one-day conference for those in higher education will be held at Wolverhampton Polytechnic, 6 July 1985, 10-4 pm. It is being organized by the British Polytechnics Sports Association in association with the Women's Sports Foundation.

The conference will look at the problems faced by women participating in, training in or organizing sport in their institutions and how these can be related to the present image of sports women. The afternoon sessions will concentrate on planning ways of changing that image and thereby increasing the opportunities for women to participate in sport and encouraging them to train as coaches/administrators.

For details contact: Jill Brookes, BPSA. Telephone 021 356 0009



Is PE really safe?

The threat is insidious and may erode security and status
by Paul Wapshott

There is a ruined castle in Cyprus that was thought to be impregnable. Vigilance concentrated on the direct approaches; but an insignificant door, leading to a precipitous goat-track, was left unlocked and the mighty fortress taken by stealth.

A cautionary tale which should be noted by all concerned with investment in, or in this case investment of physical education. The status of physical education has improved steadily since the implementation of the 1944 Education Act. That status has been enhanced by the latest A level developments, which will lead to greater academic recognition - already enjoyed at degree level.

The security of physical education in the timetable has been generally accepted for the last forty years. It is considered a "compulsory" subject, despite recent reinterpretation by the DES. In effect physical education is almost unassailable; at least as secure as any other subject which lacks intrinsic high-tech capability. (The very coming of high technology extends the need for education of, and through, the physical in a largely sedentary society).

Thus the physical education profession itself may feel relatively safe - as did the garrison of that doomed castle - unaware of the small door, the forgotten goat-track. Other subjects too are vulnerable to the effects of falling rolls and swinging cuts in local authority budgets; but perhaps the threat to physical education is more insidious in nature, eroding the status and comparative security currently enjoyed.

In a different economic climate falling rolls could be considered, be-

neficial, producing a better staff/pupil ratio with obvious advantages. Sadly, such is not the case. The reality, under present government policy, is a surplus of teachers resulting in some staff being "underloaded" - Sir Keith Joseph's term. Those responsible for timetabling will, where possible, redeploy staff within the school. Unfortunately, it is all too often considered expedient to redeploy in the direction of the games field. The implications of using physical education as the "dumping ground" must be examined, for this is the goat-track, the investment of physical education, which has always been quite useful for non-specialist staff to be involved in games. In most cases the proffered assistance will be gladly accepted; for, though not PE qualified, there are many whose knowledge and skill in certain activities excel that of the specialist. Here there will be no problems, the physical education programme will profit by such excellent reinforcement. It is likely that those with the ability, and enthusiasm; are already involved in the programme; and are an integral part of the PE department.

Consider, however, the situation of a member of staff, with a shortfall of hours, who has been known to turn out for the local Extra B XV, or is a keen follower of soccer, or perhaps has no sporting interests whatsoever. Redeployment could place this member of staff on the games field - simply through being at the wrong place at the right time.

There is the implied assumption that anyone can teach games: a notion so damaging to the status of the physical educationist. It could be said that the

situation could be alleviated through "on the job" in-service training, presumably by the specialist staff. This may be so but would defeat any argument that redeployment is cost effective. Such a course of training would mean that the physical education specialist would be necessarily less efficient at the place where it matters most - where the prime objective is teaching pupils, not teaching teachers.

It has been highlighted what a high risk activity games can be, and recent legal guidelines have caused quite a stir in some staff rooms. Timetabling of non-qualified staff in other high risk areas, such as metalwork, is unthinkable; and so it is too for outdoor pursuits, swimming, trampolining and activities recognized as the domain of staff with the correct qualifications. So far "games" has escaped this legal blanket, though advice is loud and clear. The term "negligence" has been brought to the fore and is now ever present in the minds of practitioners.

Timetabling for expediency could also, in some cases, be described as negligent. Negligence in assessing the overall effect upon the physical education programme, its execution and its inherent dangers. There may be insufficient thought given to suitability of staff when infilling with games because the role of the subject is misunderstood and undervalued.

There will be staff throughout the country who are aware of what is happening, but realize that the head of the physical education department may be powerless to prevent it. A firm refusal to accept a colleague, however willing or unwilling, is likely to be regarded as a personal affront and, perhaps, cause disharmony among staff.

This disaffection could also result in a lack of sympathy towards the subject itself, and the status of physical education is not so established that it can do without the tacit support of all staff. This tacit support is also essential to counter the other half of the threat: authority circles that playing fields are expendable. If decisions were made rationally and openly, through consultation with all interested parties, then such a strategy would not appear so invidious.

Playing fields, and schools for that matter, are often located in prime sites - especially in urban areas. In the Shires there is a school of thought that, economically, grazing pasture is more viable than games fields. The view pleases the house of commons below that of sheep. The financial relief sought can only be short-term, even allowing that grounds' maintenance costs are perpetual; but the loss of a needed playing field could have serious long term effects.

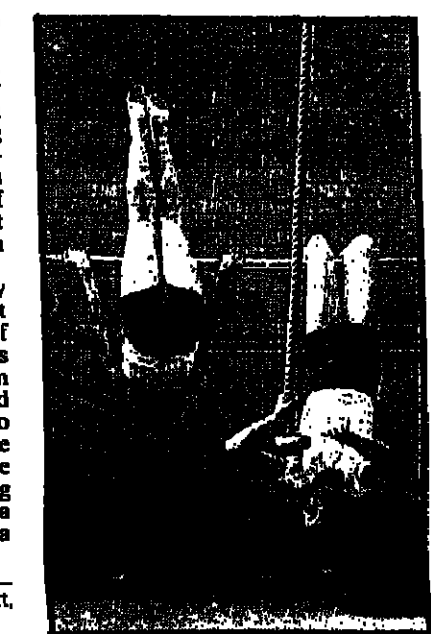
It may be that certain areas have a surplus of playing fields - perhaps it is coincidental that apparently there is most surplus playing fields have least surplus cash - but only a full survey of present and projected needs could define that. Using these criteria the physical education staff must be consulted. That land is sold, sometimes secretly, without notification not only reinforces an "us and them" view of the authorities, but also indicates the level of esteem in which the physical education profession is held by the bureaucracy resulting in alienation

and distrust from those at the "sharp end".

A decrease in facilities will reflect a decrease in status - even in primary schools where the seeds of expectation are sown; and primary school playing fields seem especially at risk. Frustration at obvious "Yes Minister" tactics from above will result in a lowering of morale and a sense of foreboding, not confined to the physical education staff.

For physical education to be really safe, all physical educationists must consolidate the status and security of the subject, and ensure that all aspects are zealously guarded. Status is not an end in itself. It should not be regarded merely in personal terms as a boost to ego. It is a means to influence; to be recognized as an important part of the overall educational policy-making machinery, and any subject must be a part of that machinery to deserve a future.

Paul D Wapshott is director of sport, Oswestry College.



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Nimble Nimbus

Paul McGee and Malcolm Hall review the new 16-bit RM Nimbus



THE NIMBUS SYSTEM

The Nimbus comes as a three-box system, the main computer unit (which also houses the disk drives), the keyboard, and a monitor. The desk space required by the main computer is about the same as a 14in colour monitor. It is obvious from the neat internal layout and modularization of the system that upgrades will be easy. The "floppy" disks are placed inside a hard and rigid case, making it much more difficult to damage them. They are the same 3.5" disk drives which Apricot and Macintosh have put into their systems. Each disk has 720K bytes of storage, which should keep all but

those with large administration files happy; they will have to go for built-in hard disks, Winchester, to give 10 or 20 megabytes of storage.

The Nimbus has a detached keyboard with the IBM layout which has received criticism for its lack of indicators to show when the caps or numeric lock keys are active. However, fewer changes need to be made when any IBM software is transferred to the Nimbus. The keyboard has a nice feel and should cause no problems when wordprocessing.

The Software

Will the new micro run software now running on my RML 4802? What software will be available for the Nimbus? Will the Nimbus automatically be able to run software written to run on other microcomputers? These are some of the questions users will be asking. As far as the RML 4802 and 3802 software is concerned, since the Nimbus is a totally new concept, certain modifications will need to be made. Research Machines will provide a translation program to convert "well behaved" 4802 and 3802 Basic programs to Nimbus Basic. The difficulties of fitting a 4802 5.25" disk into a Nimbus 3.5" disk drive will be overcome by attaching a 5.25" drive externally to the Nimbus. In fact, the same drive will be able to read IBM disks, although do not expect the Nimbus to be able to run any software taken from the disks.

The Nimbus uses the MS-DOS operating system which is fast becoming an international standard. The microcomputer which is becoming the hardware standard is the IBM Personal Computer which uses the PC-DOS operating system that is almost the same as MS-DOS. So, in theory, any software package written to run using PC-DOS on the IBM PC could be transferred to the 3.5" disk and run on the Nimbus.

In practice, however, software packages are produced for the IBM PC which bypasses the operating system and uses some of the hardware options directly. This software will not run on anything but the IBM Personal Computer or IBM compatibles which have similar software and hardware. What does this mean for the Nimbus and for some other MS-DOS machines such as the Apricot? Unless software houses recognize the need to write software that can run on all MS-DOS machines, it means that Research Machines will need to carry out the conversion to allow the software to be used on the Nimbus. Even though RM are initially covering the major software areas, there will be a shortage of other software in the short term.

The Graphics

The major problem of compatibility for all machines lies in the area of graphics. This will be overcome when RM adopt a graphics environment like MS Windows, and software houses write software which does not bypass that environment.

Both educational and business programs are now making increased use of graphics, even though it may not be so obvious that graphics facilities are being used. Microsoft's WORD, the wordprocessor which RM is supporting, can display italicized text, and can strike out characters because the text is produced as graphics not as text.

When switching on the Nimbus, the first thing that is immediately obvious is the superb graphics. They are both sharp and subtle. RM have obviously spent a lot of time on them and have designed their own processor chip which is dedicated to handling them. So not only are the graphics much faster than is usual on this type of micro, but while the graphics processor is busy displaying graphics, the main processor can carry on its own work.

All the graphics functions are available through routines in the main system firmware, the software written into the Nimbus Read Only Memory. These routines can be used both from Basic and Pascal or through a series of system calls for more adventurous programmers.

A list of all the graphics options could fill several pages, so a short summary will have to suffice. The resolution of the system is the same as the RML 4802, except the graphics area covers the complete screen and not just the top 20 lines. This is the same resolution as the BBC Micro, but twice as many colours can be used at the same time on the Nimbus.

The range of colours that can be selected has been increased from 8 to 16 by the use of IRGB, an IBM standard, instead of the normal RGB. The "I" stands for intensity and is additional to the normal RGB signals. This means that to benefit from the full colour range, a special IRGB monitor (currently available from RM) must be used. A normal RGB monitor can be used, but the number of available colours will be reduced. The graphics functions not only include the usual line and point drawing but also polygon drawing, with the polygon editor being left empty or filled. Also included are various circles and arc drawing functions. All these can be modified to fill a shape with a variety of colours and patterns, and even lines can be drawn using different styles such as dots or dashes. It is also possible to set up tables of up to 16,000 points or lines for drawing and then, with one call, to tell the graphics processor to do the drawing.

Spokes, user-defined shapes which can be moved around the screen without affecting anything that is already displayed, are currently available from Logo and Pascal and will be available in Nimbus Basic. RM state that the number of sprites is unlimited, however in practice a compromise has to be reached between speed and number. A sprite can be used as a pointer or cursor which is then linked to the mouse and moved around.

Normal text is written on to the same graphics screen which allows text to be written with various colours or shades, in various sizes and to be mixed with graphics, where it can then be written vertically or upside down.

NIMBUS STAND-ALONE SYSTEMS:
Incl 192K memory and 720K disks
PC1 single disk £1,221
PC2 dual disks £2,076
X10 single floppy, integral 10Mbyte Winchester £2,552
PCN1 single floppy £1,268
PCN2 dual floppies £1,508
RM Basic and RM Logo are provided free with PC1, PC2, X10 and XN20 systems, and will be provided free with PCN1, PCN2, EA PC2 and EA X10 if purchased at time of purchase.
STAND-ALONE EDUCATIONAL

Specification Sheet

The Processors
(1) 80186 - 16-bit microprocessor running at 8 MHz, fully compatible with the 8088 and 8086
(2) RM Custom Built Graphics processor
(3) 8015 - for controlling the peripherals

Memory
192 Kbytes minimum, including 64 Kbytes dedicated to the graphics display. Memory expandable to 1 megabyte

Keyboard
Detached IBM-compatible keyboard with 10 function keys and a numeric keypad or cursor control keypad
The keyboard can be tilted by 5 or 10 degrees and keys have switchable auto repeat

Display
Graphics and text are combined in a single high-resolution bit-mapped display
Graphics resolutions: 640 x 230 pixels using 4 colours or 320 x 230 pixels using 16 colours
Text display gives either 25 lines of 80 or 40 characters. Characters can be underlined, bold, flashing, reverse or in colour

Two character sets, one 256 IBM-compatible set and 256 user-defined, for example as RM 4802 character set

System Software
MS-DOS operating system (Microsoft Corporation)
RM-NET network operating system
RM system firmware, including extensive routines to use the graphics facilities

RM Basic and RM Logo supplied with most systems; available for other systems on request

Disk Storage
Nimbus is available in various disk and ROM pack options:
Built-in options: one 3.5" floppy drive (720Kbytes); two 3.5" floppy drives (1440Kbytes); one 3.5" floppy drive and one Winchester (10 or megabytes); or without any drive for a network station

External options: 1 or 2 40 megabyte Winchester in stackable units
Cartridge backup option for backing up Winchester available
ROM packs are also available

Network
The Nimbus can be used both as a network station or with additional software as a network server to either Nimbus or RML 4802 stations

Piconet
Piconet is described by RM as a multi-purpose interfacing system which allows up to 30 additional interfaces to be connected to the Nimbus. These are connected by daisy chaining one interface module to another. Modules may be external or, if sufficient space exists, they can occupy the internal expansion slots, which there are normally three spare.

Module planned includes serial communications; battery backup time of day/date; parallel input/output and analogue port

Other Features
Three voice sound chips through built-in loudspeaker
Digital video output
Mouse or joystick option
RS232 printer output
Software key, a means to provide some form of copy protection required by software vendors
Facility for steel wire security device

Dimensions
Computer unit: height 405mm, depth 352mm, width 132mm
Keyboard: width 467mm, depth 184mm

ADMINISTRATION SYSTEMS:
EA PC2 same as PC2, but with software pack £1,700
EA X10 same as X10, but with software pack £2,648

Software includes MS-Word (wordprocessing), Multitask (spreadsheet) and Superfile (relational database).

NETWORK SYSTEMS:
Including 320K memory and network interface
TN network station, no floppies £1,745
SPCN2 network server, dual floppies £2,100
Software
SXN20 network server, single floppy
20Mbyte internal Winchester, software £1,150
SXN40 as SXN20 but 40Mbyte external Winchester £4,590

Science topics

Charts, songs, cassettes - a range of approaches for 10 to 18-year-olds

Science Wallcharts
Movement; Communication and Control; The Senses; Our Planet
Price:
Macmillan Educational.

Each of the four titles in this series represents a pack of 20 colour wallcharts measuring about 500mm x 360mm. Though they vary in layout, a typical chart has about half a dozen pictures separated by blocks of explanatory text.

The topics are well chosen, and though we are told that the charts may be used with Macmillan's "Science Horizons" scheme, the material would line up well with the approach to science teaching used in most junior and secondary schools with children in the 10 to 14 age range.

There are some minor quibbles. The "Winds and Weather" chart in "Our Planet", for example, has a diagram to illustrate atmospheric pressure. This is not an easy concept for young pupils, but I am not sure that they are really helped by seeing people with big red hair-kilo weights hanging over their heads. The same illustration plays fast and loose with the relative scales of people and mountains in a way which is potentially confusing.

Then, in the "Movement" pack, aerodynamic lift is illustrated in various ways which are quite adequate except that there is a picture of a Stirling bomber which, we are told, "had a tail undercarriage to tilt the wing for extra lift at takeoff". This is very misleading - not to say totally wrong - and it makes one wonder what other red herring lurks.

Still, this series adds up on the whole to a useful and flexible resource for the science teacher.

Gerald Haigh

Biorhythms 1: Human Biology
Book and cassette £8.95
Biorhythms 2: General Biology
Book and cassette £8.95
Learn Through Music Ltd, Rankine Road, Basingstoke, Hampshire RG24.

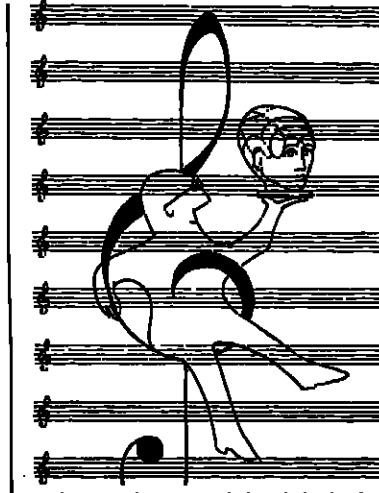
Professor Baum has followed his successful *Biochemistry Songbook* with this attempt to enrich the study of Biology at O level. The material is advertised as the "ultimate educational aid, sing-along-a-syllabus" and suggests that "Biology will never be the same again".

Each set consists of nine songs. The books give words, and music for piano and guitar, and also contain notes about the subject matter of each song. The audiocassettes give a performance of the songs by a young vocal group. In addition, set one has an introductory song about "your Biorhythms Beat - Who!" Topics covered include "Skeleton", "Circulation", "Carbon Cycle", "The Cell and its Organelles".

The notes are the most useful of this project. Although necessarily superficial, they do give a reasonable summary of each topic, only occasionally sinking to pupillage, for example "the human skeleton, ... without it we would collapse into a heap of jelly". There are a few spelling mistakes. The accompanying diagrams, though, are unhelpful, sparsely labelled often with inadequate or misleading titles.

The music is very difficult to learn and totally devoid of the catchy tunes that might give it substance, though the vocal group obviously give their all to it. The lyrics sometimes descend into doggerel, and, inevitably, are most unintelligible in performance.

Professor Baum hopes that the songs "will help you learn, understand



and remember ...", but it is doubtful whether much understanding will be generated by them. If intended as a memory aid, it is misguided since repetitive learning leads to mindless regurgitation.

The original *Biochemistry Songbook* succeeded, first because the words were set to strong, well-known tunes, second because it appeals to students and others already intellectually committed to the subject matter. *Biorhythms* is probably too expensive to be attractive to individual pupils, and, while using them in school would undoubtedly present an interesting challenge in class management, Biology teachers with few funds to spare on even worthwhile requirements are hardly likely to welcome this invitation to teach "music".

There is no place in the development of stimulating, enjoyable and purposeful Biology teaching for this kind of tomfoolery.

Joan Godly

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The Chemistry of Biological Nitrogen Fixation
Audiocassette and workbook £9.75; additional workbooks £1.75 or £14 for 10

The Royal Society of Chemistry, Distribution Centre, Blackhorse Road, Letchworth, Herts SG6 1HN.

The Royal Society of Chemistry has added three new titles to its already extensive and rewarding list of audiocassettes.

David Johnson, of the Open University, has further developed his excellent work on the teaching of the Periodic Table. This time he has striven to recapture the excitement that the 19th-century chemists experienced when they unfolded the periodic nature of the elements for the first time. He has prepared a cassette, a workbook and a folder that contains a card for each of the first 20 elements and one further card that is to be cut up and assembled in the form of the modern table.

The author is excited about his subject and his enthusiasm is contagious. He asks countless questions which he answers on the next frame; one can only wonder how many do in fact "stop the tape" when asked to do so.

The student who would benefit most from this document is not easily identified. A post A level student of the

history or the philosophy of science would gain much, an A level student of chemistry might find it too slow, though it would serve him well for revision, while a younger student would lack sufficient background. The booklet contains many excellent frames and tables and some valuable further reading material.

John Burgess has planned two audiocassettes on the structure of *Ions in Solution*. His subject is well beyond the range of the A level syllabuses, but it provides most valuable background reading for those of us who left university rather too long ago and for the most able of our students who wish to widen their grasp of modern chemistry techniques in general and of solution chemistry in particular.

The first cassette deals in a most scholarly manner with the nature of solvated ions and it gives us the benefit of the findings of the methods that have been employed with some hints on the relative merits of each. Part two will develop the thermodynamic and kinetic aspects of this most intransigent branch of chemistry.

The Chemistry of the Biological Fixation of Nitrogen, by Raymond Richards, starts at a simple level and takes the subject to the point where an A level student might get lost. The subject matter is narrow, but it is one that is already of considerable importance to us all and will no doubt become more so.

J N King

p-block					
II	III	IV	V	VI	VII
B	C	N	O	F	
13	14	15	16	17	
Al	Si	P	S	Cl	
27	28	31	32	35.5	

Identifying racism

Racism in the Workplace and Community
Price £12
Open University.

At £12, a loose-leaf pack of around a hundred A4 pages of text must be one of the most expensive items on the market. How can anyone justify such a price - especially the Open University, on a subject such as this?

The pack's purpose is to help people to identify racism, to recognize its implications for all of us, and to consider ways in which action can be taken locally to combat it. It is, therefore, not meant for use with committed racists but rather with those who are undecided.

A great deal of work and thought has gone into its production, with pilot material sent to local groups for use and discussion. Thus, even though the OU course team which designed it was aware of their importance, areas such as courts and the legal system, social

services provision, banks and financial institutions, and the new Nationality Act are left out.

The pack also has nothing on the countries of origin, language, religions, lifestyles and the social and political organizations of black people in Britain, because they are not considered relevant to the study of racism. Finally, it does not tell the reader what to think. It is designed, rather, to help readers make up their own mind about the issues.

With 30 different parts, as well as a copy of *Racial Discrimination*, the Home Office guide to the Race Relations Act of 1976, the pack looks quite confident at first. There are three introductory papers, five context papers, and 22 topical leaflets.

The introductory papers consist of a very clear "Introduction and Guide" "Group Notes" on the practical side of getting a group going and a list of "Helpful Books and Organizations" (which does not cover the important areas of literature, art and the media).

The five context papers introduce groups of topics. For example, the context paper "What is 'Racism'?" introduces topic leaflets on "Recognizing Racism", "Attitudes", "Roots of Racism" and racist "Beliefs and Practices". Others are on "Racism and the Law", "Racism, Employment and the Trade Unions", "Racism and Community", and "Racism and Fascism". Each one outlines what is contained in the topic leaflets and the kinds of questions which are raised by them.

The topic leaflets look at the areas in greater detail, and include case studies, multiple choice questions, fill-in statistical charts and open-ended questions, as well as definitions and information.

With cartoons, photographs and maps, the pack is simply written and should be accessible to 14-year-olds in most parts of the country, and to younger students in areas where issues of race are more often above the threshold of consciousness.

Prabhu S Gupta

notes

PLAY FOR LIFE
"A First Guide to Playthings for Life" is a new catalogue of toys, games and activities for 5 to 12-year-olds.



The catalogue is produced by Play for Life, a group that aims to "fortify children to withstand present exposure to violence and pressures by creating a good environment, fostering creativity, providing tools for fantasy and fun, challenge and adventure, inspiring a love of all life".

Copies are available from Playthings for Life, PO Box 11, Gateshead, Tyne and Wear NE8 1LH.

SUGAR CHALLENGE
The "Sugar Challenge" is the first of four booklets in an Experimenting with Industry series that sets out to make science lessons more relevant to the working world.

Published by the Association for Science Education for the Standing Conference on Schools' Science and Technology, it encourages first and

second year pupils to work out for themselves how factory processes can be adapted using simple equipment found in the school laboratory.
Children who have learnt about diffusion, filtration, acid and alkali measurement, growing crystals and evaporation are, claim the publishers, able to put theory into practice as the booklet sets out to lead pupils through the sugar-making process.

For instance, in the first stages, it points out that a block of jelly dissolves more quickly if it is broken into cubes to increase its surface area. Children can conclude that there is a similarity between this and the diffusion of sugar from beet: raw beet should be chopped into small pieces before it is heated in water to extract the sugar.

"Sugar Challenge" is available, price £2, from Publications Department, Association for Science Education, College Lane, Hatfield, Herts AL10 9AA.

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* research commissioned by Webucational, October '84

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SOME years ago, on a visit to the Granada Television studios, I came across the desks they use for *University Challenge*, stacked away in the corner of a scenery store. I was surprised to find that the desks were full of graffiti. "Keeble is feeble," read one of them. Others were a lot worse. It was a bit of a disappointment. Until then, I'd thought that general quiz shows were in some way mind-improving, for the viewers if not for the contestants.

Are children's television quiz shows like *Finders Keepers* (BBC) and *Blockbusters* (Central) educational? In both the players are selected to represent their schools and in both one of the key qualities



needed is a good all-round knowledge. Even so, strictly speaking the answer is no, because they depend on the banding of about "raw" knowledge, where the ability to recognize breeds of sheep achieves the same value as being able to recognize a pop record being played backwards. Second, because the ability to answer *quickly*, in the knowledge that you're being watched by millions, is something that can't be taught or learnt. Nobody - participants or viewers - actually learns anything from quiz shows.

There's little doubt that the producers of both these programmes attempt an educational "gloss", but both realize that a quiz show stands or falls on its entertainment value. Is it fun? Is it exciting? Does it get us rooting for one or other of the con-

The name of the game is fear

Are quiz shows educational?
Nick Baker takes a look

testants? These are the important questions. There's one other, rather more personal question to be asked. Do we like the questionmaster?

The ubiquitous Richard Stilgoe introduces *Finders Keepers*, which is aimed at the older primary school child. He does more than say "Welcome to the show." He actually sings the signature tune, or rather mimes it, complete with a little ditty to introduce the contestants by name.

I find that people tend to have strong personal reactions to Richard Stilgoe. Nevertheless, the six children who took part in last week's programme appeared unaffected by this bout of adult showing off, and launched themselves happily, if a little over-seriously, into the programme's odd mixture of battleships and brain searching.

It seems a requisite of this type of show to be as computer-like as possible, with plenty of electronic sound effects to challenge the enthusiastic cheering of the studio audience. Teams have to "find" battleships by guessing at co-ordinates on a grid. Having done so, using the police radio (Foxtrof two, Echo six etc.) alphabet, they have to answer a

question. Questions are asked in turn, which is probably wise for this younger age group, although it does make the programme less exciting than the "race to answer" type.

In the middle of the programme, a mystery guest is systematically humiliated by the children who, having unmasked him or her by deciphering an anagram of his or her name, ask questions like "Who was the third president of the USA?" Telle Wopper (Peter Powell) distinguished himself by knowing how many ribs a horse has.



Not surprisingly for the cash-stricken BBC, the prizes are hardly lavish, although there are two microcomputers (no prizes for guessing which brand) for the best overall team of the series, and the viewer who deciphers a running anagram competition. Richard Stilgoe likes anagrams. I find the mixture of battleships, anagrams and general know-

ledge a bit of a dog's breakfast.

On *Blockbusters*, for older secondary school pupils, £210 and two personal stereos changed hands in the space of 25 minutes. It's a more complex version of that old favourite *Cross Cross Quiz*, in which contestants have initials given as clues to questions. For example, what "C" comes after "sleeping" and "dining"? My answer (unprintable) was wrong. The correct answer is "car".

What's quite ingenious about the show's format is that it appears hopelessly unfair because it's played two against one. On close inspection, it's all fine because the solo player has to answer less questions to cross a flashing light - strewn grid and thereby win a round.

The professionally bland Bob Holness is the questionmaster (you wouldn't catch him singing the signature tune) and he manages to elicit more personality from his guests than Stilgoe. One of them told us last week that he had an IQ of 158 and then went on to do an impression of Neil Kinnock - a far cry from telling the viewers what sports you like to play.

Blockbusters could claim to be slightly more of a test of knowledge because it is largely vocabulary based. (What "C" did Eve succumb to? What "C" is an artificer in wood?) What makes it quite exciting is that it's played "race to answer" style and that contestants who lose get chucked off, to be replaced by more contestants. Like spectators of gladiatorial contests, our interests are held (and Central are claiming audiences of around the five million mark) from programme to programme, to see who will survive. What makes a *really* good quiz show, for adults or children (as the *Mastermind* viewing figures prove) is showing us the fear in contestants' eyes.

The plan of the pan

CHILDREN'S TELEVISION
Words, Words, Words
TV, Thursday, 4.40pm

Roland Rat Superstar was introducing Children's TV when *Words, Words, Words* started a couple of weeks ago. But even he found it difficult to sum up the new Thames children's series.

"What can you say about words?" he asked despairingly.

Perhaps wisely, he said nothing and merely waited for Kevin (or was it Erol?) to run the video. Had he tried to explain that *Words, Words, Words* was a series which explored the richness of the English language he might have prompted the biggest turn-off of all time. Children got enough of that sort of thing at school, after all. They could even have got *Words, Words, Words* itself, for, had they only given it slightly more of a structure, Thames could just have easily placed the series in their *Middle English* slot and called it educational. They didn't, however, and the programme remains among the most curious and entertaining to have appeared in the children's schedules for some time.

Perhaps they can best be described as a cross between two BBC shows. They have the love of their subject which makes *Think of a Number* so watchable (though in this case the subject is English rather than maths) and all the style and pace of *Fast Forward*. Like the former they use a jolly fun format. Like the latter they have a team of young presenters who work as hard as vaudeville comics; singing, dancing and literally donning different hats to identify their characters in a stream of short sketches.

In the main these breathe new life into some of the most awful puns in the language. One short piece about espionage not only has as its hero a spy called 00 Antonio from Bow, the plot concerned a scheme to steal "the plan of the pan from our man in Japan" and of course there was someone on hand to confuse the MInt Spy with a minced pie. Another sketch featured a lexicographer who spoke only in sentences composed of words beginning with consecutive letters of the alphabet. A beautifully conceived Dictionary Exercise, that, and one which can be adapted for the classroom - School Teachers Use Verbs! With exceptional Years.

Hugh David

briefings

radio & tv
For schools

MUSIC TIME

(Mon 10.15, Thurs 14.15, BBC2)
The first part of Kodaly's opera "Hans Janos" in puppet form. Some of the musical themes are introduced and seven to nine-year-olds see the instruments in the context of a symphony orchestra.

LET'S MOVE!

(Monday 11.20, VHF4)
The rest of this term is devoted to music and drama surrounding the story of Noah's Ark. "Creatures Great and Small" encourages five and six-year-olds to notice contrasts in shape, speed and weight.

GENERAL STUDIES

(Mon 11.42, Wed 11.39, BBC2)
"Does Shakespeare live?", a new programme for general sixth forms, asks whether it is necessary to update the language and costume of the plays to appeal to the modern audience.

WORDS AND PICTURES

(Mon 14.00, Wed 11.00, BBC2)
The story of "The Three Billy Goats Gruff" still charms children of five to seven and here the repetition teaches them to recognize the letter "G".

HELP YOURSELF TO MATHEMATICS

(Monday-Friday, 00.30, VHF4)
This series, intended for independent pupil study, provides a learning package for the over-13s who need revision and practice in fundamental maths. This unit concentrates on ratios.

TWENTIETH CENTURY HISTORY

(Tuesday 9.26, BBC2)
"The Road to Berlin" charts the progress of the Second World War from 1942, when the German advance was halted in Russia, until VE Day in 1945. Fourteen 17-year-olds see different aspects of the war on archive film.

LET'S GO MATHS

(Tues 9.47, Thurs 11.02, ITV)
Children in their first year at school concentrate on the number 8. They hear the story "The King's Apples" and learn song, "Eight Coaches".

WAYS WITH WORDS

(Tuesday 11.32, ITV)
What is it like to be teased at school? "Sticks and Stones" points out how wrong first impressions can be and eight and nine-year-olds share with Michael Rosen some of his poems about the way he was teased.

STOP, LOOK, LISTEN B

(Tuesday 11.47, ITV)
From cocoa beans to Easter eggs, seven to nine-year-old slow learners see the complete process at the chocolate factory.

LIVING LANGUAGE

(Thursday 14.20, VHF4)
To mark "Poetry Carnival UK 1988", this programme is a poetry festival held in place in a school. Invited poets and children of 9 to 11 read and talk about their work.

INTRODUCING GEOGRAPHY

(Friday 11.30, VHF4)
"Trade With Other Countries" concentrates on the trading relationship between Zambia and Britain and Denmark. Ten to 12-year-olds learn about the history of copper exploitation and its increasing need in modern states through radio-voice.

ENGLISH FILE

(Friday 14.30, BBC2)
"Drama Skills" is a three-part unit for 14- to 17-year-olds showing different aspects of drama and theatre life.

ENDPAGE

Man and beast

Susan Thomas looks at the value of zoos in education



Dr Jeremy Cherfas, author and presenter of *Zoo 2000*, has an engaging manner, a rather more academic background than either the book or the film would indicate, and a totally commendable approach to education. It should, he says, be both fun and so subtly done that the customer hardly notices.

We were talking exclusively of zoo education of course, and without customers there would be few zoos, precious little conservation and no chance at all for most of us to delight in the strength or beauty or downright oddity of living wild animals.

Zoo 2000 gave him the opportunity to visit 50 major zoos worldwide - a hectic round of artificial worlds (from desert arcades to northern jungles), showbiz aquaria, sympathetically managed nature reserves and a few grossly insensitive prisons. The experience has strengthened his belief that human beings need to be close to animals.

"You see it in young children and old people... a fascination with wild things and a curiosity about their habits and environment which probably dates back to the time when, as hunters, we depended on that knowledge for our survival."

And if today's zoos are not making enough money to survive, then, he says, it is probably because they are not paying enough attention to their own environment - providing interesting exhibits, good facilities and value for money.

Tropic World, for instance, a 150,000 cubic metre prime heaven on the shores of Lake Michigan is so popular that it attracts 200,000 people a month. Many of them return time and time again, not because the zoo is the warmest visit in the bitter Chicago winter, though it is, but because it is so enthralling. And with each trip they stay longer, stand stiller, watch more closely.

Any good zoo, he maintains, is all about conservation, education, and fun, with the accent on fun. "If it's not fun, the patrons won't come." As to what sort of education - the answer is all sorts: ecological, ecological, general, practical, even political. And the medium is the message.

Ask him to describe a good zoo and he waxes lyrical about Chicago again. "It's not one of the great zoos, but bits

of it are superb... and Tropic World has everything. It is divided into three separate sections: Africa, Asia and America and in each they have created an artificial environment good enough to satisfy the animals and the public. 'Africa' has lush vegetation, gaunt sandstone cliffs, trees, waterfalls, a rickety suspension bridge - even an artificial thunderstorm to soak you if you don't move in time."

There are gorillas in their own enclosure, colobus and spot nosed monkeys, mandrills and mangabeys, tiny salamanders and white ruffed Gophers, all eating, sleeping, grooming or tormenting the hippo in her pool. And to add authentically, weaver birds in the reeds and finches in the branches.

It is, as near as dammit, a genuine chunk of African forest, and if the rocks are sprayed granite, the vegetation mainly plastic or welded steel and the rope-like vines just that - ropes, resin dipped and sand coated to discourage chewing, no-one seems to mind. It looks right, feels right and the canny primates simply capitalize using the whippy steel branches as springboards in their games.

"The designers have gone further - showing how man impinges on the animal world. So the first thing you see as you enter is the hut where the anti-poaching squad keep confiscated trophies and false press cuttings about the damage the poachers are doing to the area."

Look at the forest floor and you find jeep tracks, animal spoor - leopard and baboon. You can spend hours, says Cherfas, learning and being entertained. And the vital message, that man's impact on the environment is destroying the natural habitat, is implicit in the evidence of the African poachers, the paddy field in the Asian jungle and the logging camp in the American rain forest.

"If it persuades people not to buy tortoiseshell or fur coats or ivory then it's working," he says.

But while Chicago majors on consciousness raising, other zoos attack education on all fronts. Emmen, in Holland, for example, has a playground with giant mouse holes and spiders' webs for the youngest visitors, a museum with beautifully designed living environments - sewers for rats and tidal pools for waders, a huge African savannah, and annual special

exhibitions. "Senses in the Animal Kingdom" for instance, was supported by a resource box of fishing lures, artificial scents, vegetable dyes, Morse code flashers and naval signal flags. Predictably Emmen has an enthusiastic following among Dutch schools.

Cincinnati Zoo has a high school whose pupils supplement their regular curriculum with animal husbandry and zookeeping. And both Tucson, Arizona, and Twycross in Leicestershire have volunteers who interpret the zoo to the public like so many unpaid Johnny Morrises.

Perhaps zoos should use these interpreters to educate the public to accept the culling of sick or surplus animals. For tackling conservation and the preservation of the gene pool inevitably results in too many. We have to stop pretending it is not an issue, says Cherfas.

The days of postage stamp collection (one of everything) are over, says Cherfas, and the trend is towards specialist and national collections, related and friendly to their natural habitat. Though he thinks it unlikely that the British would settle for nothing more exotic than pine martens, red deer, badgers and weasels.

"People still want exotic megavertebrates. And in spite of the miles of superb wildlife film there is nothing to beat standing beside a live elephant to understand its sheer size."

But how far should you go to entertain and marginally educate the public? What of the dolphins who die after 10 years in their tiny pools while their life expectancy in the ocean is 35? Or the shift workers of Minnesota - animals who live part of their lives in boring backroom cages and then "play" happily before the spectators in their manufactured environments?

Maybe there should be more opportunity for animals to register an opinion? It has happened. The London Zoo once had a gorilla called Guy. Just occasionally he would put on a show, dancing and clapping to attract a large crowd. When they were tightly packed in front of the cage he would climb the bars and urinate, long and loathingly, on the trapped front ranks. As the doctor says, the medium is the thing.

Zoo 2000, Jeremy Cherfas. BBC Publications. £12.95.

Role play

On The Way Stage One: Student's Book, £3.95; Teacher's Book, £4.95; Workbook, £1.50; Role-Play Cards, £7.95+VAT; Cassettes £12.50+VAT.
Stage Two: Student's Book, £4.25; Teacher's Book, £3.95; Workbook, £1.50; Role-Play Cards, £7.95+VAT; Cassettes £12.50+VAT.

With a teacher's book, a student's book, a workbook, a pack of role-play cards and two sound cassettes for each of its two main stages, *On The Way* is one of the most comprehensive BFL teaching packs to appear for some time. Not only that, it is also one of the most imaginative.

Intended for teenage and adult students - and lively, sophisticated ones

at that - its chief merit is that it treats English as a living, contemporary language. The emphasis is on oral communication skills and the acquisition of that clarity, informal, idiomatic English which foreigners often struggle to grasp. Right from lesson A1 the cassettes insist that real English is words like "let's" and "I'll" and meaningless phrases such as "they're all right" and "by the way". They also feature actors with a variety of regional accents, and everyday non-RP delivery.

On The Way Stage One corresponds roughly to the Council of Europe's Waystage level and busies itself with introductions, directions and basic conversational pleasantries. Stage Two covers the more advanced Threshold level and includes much about life in Britain (and America), maps, recipes and journalism. A third

stage (not submitted for review) takes students to "a higher level of competence".

The student's books do have formal grammar sections; but their tables and columns are intended as revision aids and tucked away at the back. And, although no worse than the pages of many language courses, they are dull in the extreme in comparison with the lively lessons. These are all in full colour, with photographs, cartoons and entertaining graphics to put their point across. Each one is fully cross-referenced to the appropriate workbook, teacher's book and cassette.

Amplified and extended by the role-play cards, every page is capable of almost indefinite classroom extension... the mark of a course which has been designed with the real needs of both teacher and student firmly in mind. **Hugh David**

Cloning

Monoclonal Antibodies Set TC10 Set of 20 slides (M25100/4) £13.50 Full frame filmstrip (M25 104/1) £11 Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 9B1

Monoclonal antibodies look like being one of the success stories of modern biotechnology. The basic process involves fusing two cells - a tumour cell routinely maintained in cell culture

with, say, a lymphocyte cell so that a hybrid cell is produced. Clones from such a cell can be maintained in culture and will produce specific immunoglobulin antibodies; hence the term monoclonal antibodies.

The set starts with a diagram illustrating the production of polyclonal antibodies, and discusses the drawbacks of this technique. The next series of slides illustrates the technique used to produce a culture of fused cells. The frames show cells being grown in tissue and being examined, the harvesting of cells, the two types of cell ready for fusion, and a diagram giving an overview of the process.

John A Barker

Bugs and bees

Graph-Ed
£5 per pack of 20 loose sheets (plus £2 for plastic storage files)
Graphics for Education, 19 Leyton Cross Road, Wilmington, Kent, DA2 7AP (tel: 0322 91377).

The photocopier is already an essential piece of equipment in many schools, although its full potential is only now being realized. To put it most simply, xerography can cope with pictures and diagrams, maybe not quite as cheaply, but certainly more quickly and easily than any other reprographic system commonly in use in the classroom.

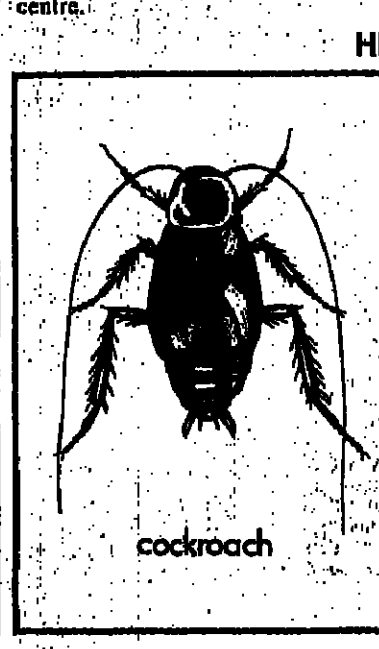
This fact together with the realization that it is one thing to want to photocopy a picture, quite another for the teacher to have it conveniently to hand, lies behind the launch of *Graph-Ed*. Designed for use in primary and lower secondary schools, this is a new, copyright-free resource base of clear, black-and-white drawings produced with the photocopier in mind.

Ten pages, each containing 20 illustrated sheets and covering such popular topics as zoos, animals, dinosaurs, birds, canals and Vikings are currently available, with a further 10 in preparation.

Their use is simple enough. Each A4 sheet features one illustration. On one side it is reproduced full size, on the other in a range of reduced sizes, the smallest being little larger than a commemorative postage stamp. The teacher needing an illustration copies the whole sheet, chooses the appropriate size and then cuts out the copy as an illustration for a work-card. Instruc-

tions on how best to make paste-up originals for such cards are included with each pack.

The idea is simple and hence very good. The specially-drawn illustrations are clear and attractive, although some do have a primary-school look about them. (Surely on topics such as canals and the forthcoming castles a few period prints and drawings could have been included?) Nevertheless, *Graph-Ed* does present a reasonably priced way of establishing an organized picture archive or resource centre.



cockroach

SCHOOLS TELEVISION

The Micro at Work
ITV, Granada
Wednesdays 10.04am
Repeated Thursdays 11.43am.

The Micro at Work is a series of 10 television programmes for children, aged 9 to 13. It's really about the applications of big computers, though there are some microcomputer simulations of the applications available to go with the series.

Presumably Granada were hoping that the title would attract more viewers, but given the widespread public misconception that a BBC micro could run a company as big as ICI, they have merely perpetuated the myth. The difference between simulation and reality, between a microcomputer game and the problems of and the computing power necessary for a real time airline booking system, is hardly ever touched upon. What a difference, for good or bad, the use of computers has made in these applications was not made clear. Indeed, the programme seemed in favour of the uncompromising acceptance of technology.

Thus in programme 2, *In the Queue*, was about the use of computers in air traffic control and the working of Heathrow airport. We saw queues being formed at a Post Office, at a road traffic junction (including a lovely speeded-up sequence) and finally at Heathrow itself. Then came an air-traffic-control game using bikes in the school playground. It wasn't exactly riveting but got the ideas across.

Next we could use the microcomputer simulation to route aeroplanes during fog. At last, though, the programme was lifted out of the ordinary by some wonderful historic film of 1930s air traffic control. Frightfully clumsy voices reported the results of careful and laborious calculations. "At 12.30pm you were 12 miles north of Dungeness", and for once you could

Myths and micros

by Mike Thorne

really believe that computers were safer.

Programme 4, *Is there a Place for Me?*, was back at Heathrow but this time never really managed to take off. It was all about booking holidays by computer and how, thanks to the beast, you could book a flight round the world in under three minutes. If I had enough money to pay for the trip, I wouldn't mind if it took a whole day to organize.

Booking concert tickets at the Barbican is different, of course, and we saw BOCS (or a similar system) in action.

Finally, back at the class microcomputer, you are given a sum of money to spend on one of five holidays. If a given holiday is fully booked, you have to opt for a different one.

I couldn't help feeling that the success of *In the Queue* was because the camera took the children where they couldn't go - Heathrow's control centre. I think they would find it far more interesting to visit the local travel agent (and read the glossy brochures) than to sit through *Is there a Place for Me?* Are we really meant to believe that these systems are perfect; capable of no improvement regardless of the development of computers over the next ten years? Has the air-traffic control system no known faults? Existing computer systems do have weaknesses, applications are so difficult it may be that computerization is not possible (as shown for example, by the abandoned computerized tax system that was attempted in the USA in the 1970s or, as is widely conjectured, will be the demise of the proposed UK DHSS system). Perhaps *Robotix in Action* and the remainder of the series (which include film of a computer at busy urban police HQ) will restore the balance of a series which at its stands in propaganda in its most possible form.

4 Television Programme Recording

4 Titles Available for Week Commencing Sunday 10th March 1988

Sunday 10th March
17.30 The Business Programme fee code F
22.10 City General: You Can't Measure Goodwill fee code B
Tuesday 12th March
15.45 Year Ahead fee code B
Wednesday 13th March
18.30 The Living Body: A New Life fee code E
20.30 Diverse Reports fee code B
Thursday 14th March
22.30 Design Matters: Sound Images? fee code C



GUILD LEARNING
Gulf House Petersborough PE2 9PZ
Telephone (0733) 63122

The Australian capital, Canberra, may be up in the hills, but in showing the way in the abolition of public exams, its head is far from the clouds, Keith Foreman finds.

Standards vanguard

I recently spent three weeks in Canberra, Australia, looking at its system of assessment at Year 10 and Year 12, roughly equivalent to our fifth year and upper sixth. Australians, as is well known, do not like to conform. They insist on having a winter when it ought to be summer; their sun goes round to the north; they also believe that it is possible to scrap formal external examinations without causing the end of civilized society.

To be fair, I ought to say some Australians believe it is possible to scrap external exams. But they, it must be said, are not seen as weak-headed, high flown idealists or radical lefties, as they might be in this country.

Australian Capital Territory (ACT) is that place up in the hills 200 miles south-west of Sydney which the Australians created for their capital because neither Sydney nor Melbourne could agree to the other getting the honour. Its educational system until 10 years ago was run by New South Wales and that meant central control, with all its trappings - School Certificate at Year 10, Higher School Certificate at Year 12, a prescribed curriculum, teachers and heads appointed to the authority, not to the individual schools, no tradition of governors and so on.

The change began in 1971. Dr Richard Campbell, still chairman of the schools authority, chaired a committee to examine education in the territory. Its report led to the educational separation of ACT from its parent. It also produced a new style of secondary education: high schools from Years 7 to 10 for 11 to 15-year-olds and secondary colleges above. Finally, it took the bold step of scrapping external examinations. Queensland had done it before, but it was still a brave step to take in a city like Canberra, which is full of civil servants, academics and service personnel, who are articulate, educated and demanding the best for their children.

It could not have happened without some support at the Australian National University (ANU) in Canberra. Traditionally, entrance to tertiary education in Australia has been gained mainly on the basis of a single mark earned

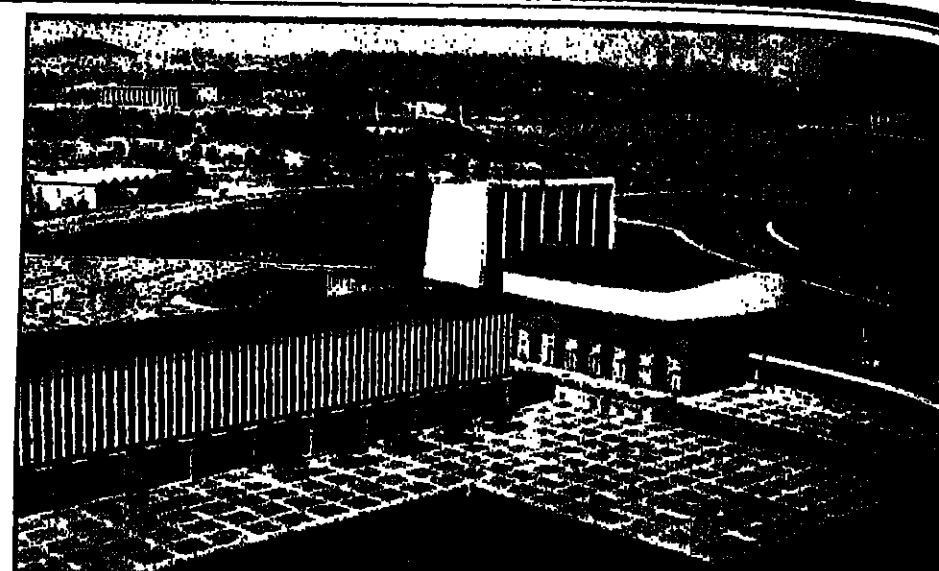
through Higher School Certificate. With the abolition of that exam, the academics had to be satisfied that a mark gained through internal assessment and external accreditation of courses was adequate evidence for admission. So their part in the construction of courses for the new secondary colleges, and associated schemes of assessment, was critical.

The schools authority set up the ACT schools accrediting agency to organize and administer this formidable task. And it was ANU and the Canberra College of Advanced Technology which persuaded other universities and colleges of advanced technology in Australia that the proposed ACT system was reliable.

Secondary colleges now offer a range of courses, some of which are tertiary accredited, which means that they are sufficiently demanding to satisfy university faculty requirements. Students receive a Year 12 certificate which is a statement of performance over the wide range of optional courses. Assessment is internal and continuous. Those wishing to go to university are awarded a certificate indicating their performance in tertiary entrance score requirements. The Australian Scholastic Aptitude Test, a three-hour objective test of comprehension and reasoning abilities, is used for moderation between groups.

After 10 years, the first flush of course-making is over, and sufficient numbers of students have gone on to university to show that they are not academically inferior to those entering by external examination. Students welcome regular assessments, clear statements of course requirements, and the wide range and level of courses on offer. Teachers work enthusiastically when they are fully involved in course development and assessment and the reputation of the secondary colleges is high. Employers, perhaps understandably, remain confused and doubtful - or ignorant of the system. Some academics would still prefer things to be cut and dried, a body of knowledge tested externally, but they are a minority.

For Year 12 in ACT, then, externally set syllabuses and exams have been removed. At



Year 10, the School Certificate disappeared in 1974 and high schools, at their inception, were invited to be innovative, to develop new problem-solving courses and new methods of assessment, and to break down subject barriers.

Curriculum innovation, predictably, was not easily brought about and norm-referencing on a five-point scale dominated assessment thinking. Decapitated by the loss of senior students (and some good teachers) to the colleges, the high schools have been attacked from all sides. The "back to basics" brigade deplore the end of "proper" external exams, while the progressives decry unimaginative and traditional teaching. Schools issue certificates for their leavers, but the colleges do not use them for admissions, there are no formal entrance requirements and employers find them confusing and difficult to compare. They said they preferred what they were used to - School Certificate marks.

The debate now centres on how to preserve that curriculum freedom and yet allow formal accreditation without stifling initiative; how to assess an individual's performance without reference to some hypothetical absolute standards or to other people and how to assess the things that tests do not easily test, like imagination, creativity, personal initiative and self-reliance. So they are searching around for records of achievement. At this point, perhaps it might be possible, though risky, to draw some comparisons with the United Kingdom.

At 18 plus we remain wedded to A level, the key to university entrance, despite its narrow specialization and obvious unsuitability for all those except the academically very able. We tinker with AS levels, Mode 3s, and school-based assessment; yet overall, performance is judged on formal written examination of externally set syllabuses by external examiners.

At 16-plus, O levels remain the educational gold standard. Somehow they guarantee "standards" and prevent schools and teachers from going haywire, ensure comparability and fair play all round - all this in the face of a mass of evidence about the uncertainty of supposedly absolute

standards, exams determining curriculum, unreliable examiners, guaranteed failure for many unfortunate (who now will not obligingly let schools as they used to do), the gross distortion of each summer term and the enormous cost to taxpayers' money as capitation levels slide.

Even a GCSE, designed to allocate new students to jobs or to continued education - not ignore the rest - will simply not function as an effective school leaving certificate. So why scrap external examinations at 16-plus? Simply because, unlike Australia where no state retains them, we have had national examinations since 1911 and the GCE has become the political guarantee of good standards in schools. Politicians, not unexpectedly, are suspicious of change, concerned for unforeseen consequences, and habit-forming years have imprinted some deep pictures on the mind about the risks of loosening political control through examinations.

But there are some signs of change. GCSE is a victory, long overdue, for common sense - it puts two separate systems together. But, more significantly, Government support for records of achievement and criterion-referenced assessment is striking evidence of progressive, realistic thinking in high places.

That brings me back to ACT. Both here and there the major assessment question of the day is how to measure educational achievement at the point where youngsters end compulsory schooling. By different routes, and in different cultures, we may all be coming to the same conclusion. It will take us longer in this country than in Australia to realize and accept that it cannot be done by competitive, norm-referenced, formal external examinations.

I ran up behind a road repair lorry on the Hume Highway midway between Sydney and Canberra. Chalked on it in large letters was the slogan "The road to happiness is always under construction". Applied to education, that makes sense.

Keith Foreman is warden of Cumberton Village College, Cambs.

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Berkshire

RAVENS COURT NURSERY SCHOOL

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Required for September 1985

3 Headships for this Group

Application form and details from the Director of Education (Ref: 100010)

Shire Hall, Shirefield

Post: 100010

GCSE Closing Date: 18th March

Equal Opportunity Employer (40769) 100010

East Sussex

WHITE HOUSE NURSERY

Leaves Hill Road, Brighton

BN1 7JL

Required from September 1985

Head Teacher (Group 3) for this nursery school; see vacant posts below

In application form available from the County Education Office, County Council, 100010

Further details from the County Education Office, County Council, 100010

Post: 100010

GCSE Closing Date: 18th March

Equal Opportunity Employer (40769) 100010

Other Appointments

Suffolk

COUNTY COUNCIL

GRANTLEY COUNTY

Grantsley Road, Ipswich

IP1 1JL

Scale 1 Post

Required for September 1985

Head Teacher (Group 3) for this nursery school; see vacant posts below

In application form available from the County Education Office, County Council, 100010

Further details from the County Education Office, County Council, 100010

Post: 100010

GCSE Closing Date: 18th March

Equal Opportunity Employer (40769) 100010

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Wiltshire Primary Education



Headteacher posts

Devizes Southdown C.E. Controlled Junior School, N.O.R. 248
Nursledale, Devizes, Wiltshire BA14 3AH

Head Teacher required for this town Junior School from September, 1985, upon the retirement of the present headteacher Mr. H. C. Hind. The school is accommodated in modern buildings east on the edge of an extensive campus which includes the Infant School and the Comprehensive School. Someone is sought who will be able to re-establish strong links with the community and the school.

Application form and further details (S.A.E. please) from and returnable to the Chief Education Officer, (Ref. ST/7/LLP), County Hall, Trowbridge, Wiltshire, BA14 3JE (S.A.E. please). Closing date: 21st March 1985.

Hilperton Primary School, Newnase, Hilperton, Trowbridge, Wiltshire BA14 7SE

N.O.R. 148

A Head Teacher is required for this five class primary school for September 1985, following the promotion of the present Head, Mr. K. G. Durkin. The school is situated on a large site in the town. The school is set in modern buildings on a large site and serves the village community on the edge of Trowbridge.

Application form and further details are available from the Chief Education Officer, (Ref. ST/7/LLP), County Hall, Trowbridge, Wiltshire, BA14 3JE (S.A.E. please). Closing date: 21st March 1985.

Forest and Sandridge Primary School, Sandridge Common, Wiltshire BA12 7GB

N.O.R. 82

A Head Teacher is required for this three class primary school from September 1985 upon the retirement of the present Head, Mr. M. R. Croxman. The school is situated in the original Victorian building which has been significantly extended and modernised and is set overlooking open countryside on the edge of Milsom. The Governors seek a person who is sympathetic to the aims of a Church of England Aided School.

Application form and further particulars are available from the Chief Education Officer, (Ref. ST/7/LLP), County Hall, Trowbridge, Wiltshire, BA14 3JE (S.A.E. please). Closing date: 21st March 1985.

Deputy Headteacher Post

St Andrew C.E. Primary School, Linley Road, N.O.R. 191
Blunsdon, Swindon SN4 4AR

Required immediately 1985, a junior teacher of quality. Notable strength and maturity in one curriculum area essential. Energy and initiative in educational matters is assumed. Enthusiasm for residential field study work an advantage. Further details and application form (S.A.E. please) available and returnable to the Headmaster at the school by 22nd March, 1985.

Headships

Applications are invited for the HEADSHIPS of the following schools (posts tenable from 1st September, 1985)

Consent County Infant School Group 3

Tanfield Lea County Junior Mixed School Group 4

Ludworth County Junior Mixed and Infant School Group 2

Sherburn Hill County Junior Mixed Infant School Group 2

Wingate County Junior Mixed School Group 4

Horden Cotford County Infant School Group 3

Application forms and further details are obtainable from The Director of Education, County Hall, Durham, DH1 1SU on receipt of a stamped addressed footslop envelope to be returned by 29th March, 1985.

Headships

Applications are invited for the HEADSHIPS of the following schools (posts tenable from 1st September, 1985)

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Tanfield Lea County Junior Mixed School Group 4

Ludworth County Junior Mixed and Infant School Group 2

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PRIMARY HEADSHIPS

continued

BERKSHIRE

CAVERSHAM PRIMARY SCHOOL

Hamden Road, Caversham, Reading, RG4 7AA

Required for September 1985

Headteacher (Group 6)

Application form and further details from the Director of Education, 155 Park Reading RG2 9XE (S.A.E. please).

An Equal Opportunity Employer. (28599) 110010

BUCKINGHAMSHIRE

MILTON KEYNES AREA

Employer

Application form and further details from the Director of Education, 155 Park Reading RG2 9XE (S.A.E. please).

An Equal Opportunity Employer. (28599) 110010

BUCKINGHAMSHIRE

MILTON KEYNES AREA

Employer

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CUMBRIA

COUNTY COUNCIL

Required for September 1985

ST. COLUMBA'S R.C.

Church Lane, Watnuy, Barrow-in-Furness

Voluntary Aided Mixed 4-11 years. 160 on roll. Group 4

Applicants should be practising Catholics and preferably hold a Catholic Teachers Certificate

Application form and further details from the Director of Education, 155 Park Reading RG2 9XE (S.A.E. please).

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EXTRA

THE TIMES
SUPPLEMENTS'
REPRINT
SERVICETHES PEER
REVIEW (I)

A 6 page survey that discovers how academics in seven disciplines (Civil engineering, History, Economics, Physics, Politics, Chemistry and Architecture) regard the standing of their subjects. Compiled from reports in the THES in December 1982 and August 1983. Price 50p.

THES PEER
REVIEW (II)

A 2 page survey covering Business Management, Biology, and English. First published in THES in June 1984. Price 80p.

INFORMATION
TECHNOLOGY
(I)

A 4 page report including articles on digital drawing-boards, geographical data-sifting, computer networking and computer based learning. First published in THES in March 1984. Price 25p.

INFORMATION
TECHNOLOGY
(II)

An 8 page report including articles on Artificial Intelligence, the imaginative use of videodiscs, remote sensing, the Alvey programme, control engineering. First published in the THES in June 1984. Price 80p.

There are also many articles and features from the TES available.

To order any of the above or for further information please contact Linda Bartlett, The Times Supplement, Priory House, St John's Lane, London EC1M 4BX

Positive
programs

Pauline Bleach chooses some useful software for language work

One of the questions most frequently asked by teachers about computer software is "Which programs should our school have?"

In the few areas where there is a good county advisory network, help is often available through teachers' centres and programs are accessible from public domain sources. But for many, this fortunate situation does not exist and busy heads and teachers find it difficult to obtain information about the vast range of programs which has flooded the market in the last year.

In equipping a school for a particular subject area, such as maths or geography, the task is fairly straightforward as the items within the subject boundary are generally well defined. In relation to language work, however, the task becomes much harder because first, language is an area which pervades the whole school curriculum and teachers views of language can differ vastly, even within the same school. Second, computer software often does not reflect the language policy promoted by the school, with authors frequently favouring a "subskills-breakdown" approach and ignoring the wider aspects.

Coupled with this is the fact that many teachers envisage use of the computer in its "patient tutor" role and seek remedial materials which provide workbook type exercises for slower pupils and restrict the amount of use which can be made of the machines.

How, then, should the computer be used for language work and which programs promote this type of work?

Obviously this question has to be answered in relation to the age of the children using the computer and taking into account the overall view of language development adopted by the school, together with the amount of funds available, but at all ages, maximum use can be made of the computer by group rather than by individuals.

Although the computer can be an excellent aid in remedial programmes, its most powerful asset, by far, is its ability to develop higher aspects of language such as problem-solving techniques and logical thinking skills. These can be encouraged through the collaborative discussions of groups working on adventure programs, which can be used right from early infant days.

Simulations, too, often aid the development of skills such as decision-making and formulating hypotheses, and can help to integrate the development of language across other curricular areas, whilst the whole realm of wordprocessing adds many new dimensions, to the creation of text.

If money was no object, schools could just buy programs by consulting the many advertisements which appear for them, but in several cases the reality of the program is far removed from the published statements of what it is supposed to achieve. Often, too, good programs are expensive and it is difficult to know exactly where to direct the limited funds available.

Price is not always a good predictor of the usefulness of a program. Moreover, it may well prove more effective to buy one expensive program than several cheaper less efficient ones, though if the budget is very limited, inexpensive programs which promote excellent activity are available.

In order to assist with this problem, the following programs in Table A have generally shown proven worth in school trials. Each section has been confined to 10 programs, though, of course, many more exist, and although they are suggested in broad age bands,

INFANT	LOWER JUNIOR	UPPER JUNIOR
Granny's Garden (A) 4Mation - £11.50	Space (A) 4Mation - £11.95	Flowers of Crystal (A) 4Mation - £20.30

Magic Adventure (A) Kansas - £8.50	Yeti Expedition (A) Treksoft - £5.50	Telebook (EPC) 4Mation - £12.65
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Polar Traveller (A) Treksoft - £5.50	Jungle Journey (A) Treksoft - £5.50	Mary Rose (S) Ginn - £32.50
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Hunt the Thimble (S) Ginn - £17.50	Storyboard (SD) Berod - £8.50	Sphinx Adventure (A) Acornsoft - £9.95
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Podd (PS) ASK - £10.95	Animal, Vegetable and Mineral (C) Bourne - £9.55	The Hobbit (A) Melbourne House - £14.95
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Copywrite (TR) ESM - £18.00	Cloze GED - £5 or Bryans £5.10 Logical - £7.50	The Establishment (PS) Longman - £11.75
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Primary Pen (WP) GEP - £9.95	Copywrite (TR) BSM - £18.00	The Inhabitant (CW) Longman - £11.75
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Spanish Gold (SD) Chalksoft - £7.85	Desert Trek (A) Treksoft - £5.50	Tray (TR) Free through ILBA's MBP: Primary Project
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Story (SD) H & H - £8.26	Letterbugs (WP) Highlight - £7.00	Wordwise (WP) Computer Concepts - £33
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Facemaker (CW) ASK - £10.95	Beelins (WP) CEC - £16.00	Pirate Adventure (A) Chalksoft - £8.00
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KEY - A - Adventure program, S - Simulation, PS - Problem solving, TR - Text reconstruction, WP - Word Processing, SD - Story Development, CW - Creative Writing, C - Classification, EPC - Electronic Pagebook Creation, WP - Word Prediction.		
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Kit Bags: Ideas and activities using musical instrument kits by Kate Baxter Nottingham Educational Supplies		
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Kate Baxter is well known for her musical work with very young children. The kit, developed in conjunction with Nina Miller, contains materials for assembling four simple musical instruments and an attractively produced ideas book which suggests a wide range of integrated exploratory and development activities incorporating movement, dance, games, rhymes, singing and language.

These are based around the four instruments supplied and imaginative ideas which they have suggested. The constructional operations, including

they are not mutually exclusive. As with any other teaching aid or resource, it is how the computer software is managed in the classroom which dictates its best use. For those schools who are happier with language skills which are broken down into components, the actual number of programs from which to choose is much greater but the task is also much more difficult, since many are not educationally sound or do not run properly on the computer. Those in Table B, however, would form a good basis for this type of language work.

LIST OF PUBLISHERS

4Mation, Linden Lea, Rock Park, Barnsley, EX32 9AC	Kansas City Software, Unit 3, Sutton Springs Wood, Chesterfield S44 5FK
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Treksoft, 4 Park Close, Kiburn, Derby BE5 0PS	Ginn & Co Ltd, Prebendal House, Parson's Fee, Aylesbury, Bucks.
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ASK Ltd, London House, 68 Upper Richmond Rd, London SW15 2RP	ESM Software, Duke Street, Wisbech, Cambs. PE13 1AE
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GED Software, 70 Stoke Rd, Blitchley Milton Keynes	Chalksoft, PO Box 49, Spalding, Lincs. PE11 1N2
--	---

H & H Software, 53 Holloway Rd, Runcorn, Cheshire	Berod, 2 Cairngorm Drive, Bolton BL3 4UF
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Bourne Ed. Software, Redford Lane, Headbourne Worthy, Winchester, Hants. SO23 7SQ	Highlight, 32 Sharbourne Ct, Barry, S. Glam. CF6 5AQ
---	--

CEC, EARO Centre, Back Hill, Ely, Cambs	Acornsoft, 4a Market Hill, Cambridge CB2 3NJ
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Melbourne House, Church Yard, Tring, Herts. HP25 3LU	Logical, 12 Rowditch Ave, Derby DE3 3LD
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INFANT	LOWER JUNIOR	UPPER JUNIOR
Hide and Seek (VP) ASK - £8.65	Wordspells (S) Griffin - £9.95	Spell 9+ (S) Primary Progs. - £4.95

Learn about Words (P) Goldstar - £9.95	Break-in (P) H & H - £7.00	An Eye For Spelling ESM - £12.95
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Short Vowel Sounds Sherston - £7.00	Magic E (P) Sherston - £8.50	Word Ilang (A) Bourne - £7.80
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Alpha (AO) Ginn - £10.00	C Rules (P) Lal Soft - £3.95	Shimley (VD) ESM - £10.35
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Look It Up (AO) GED - £4.50	Splash (P) H & H - £7.00	Crossword (CO) ISRN - £12.50
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Sort Out (AO) H & H - £7.00	Spell 7+ (S) Primary Programs - £4.95	Capital and Punctuation RJE - £4.95
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Early Reading (LS) Cheshire Cat - £9.00	Readwell Programs (P) Daco Software - £18.50	Word Sequencing ESM - £10.35
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Words and Pictures (LS) Chalksoft - £12.95	Pyramids (P) H & H - £7.00	Scrambler (S+C) Mentor - £9.99
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Words words words (VD) ASK - £10.95	Firefight (P) H & H - £7.00	Sentence Sequencing ESM - £10.35
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The Garden (VD) Clarks - £8.00	We're/Where/Wear There/They're/Their Primary Programs - £4.95	Pairs - Synonyms ESM - £10.35
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KEY - VP - Visual Perception, P - Phonetics, S - Spelling, AO - Auditory Ordering, LS - Look and Say, VD - Vocabulary Development, CS - Crossword Generator, C - Comprehension.		
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Musical assortment

Using, threading, gluing, painting - are themselves important as means to promote personal identification with the instruments, and the consequent notions of value and care.

Each instrument also has a descriptive name. There is a bell tree consisting of 36 dowel pins fixed through holes in a "trunk" and strung with 36 brass bells. Fiddle (fish) consists of a pair of shaped wooden blocks which combine to produce a fish-shaped instrument which can be played like an orchestra "whip". But are also used to promote ideas of shape, tactile sense, colour and imaginative explorations.

The kit contains a number of constructional aids: thread, glue, sandpaper, a varnish brush, stringing laces and craft knife. Parents and teachers need to supply their own paint, varnish and a wood file.

The accompanying booklet is attractively produced and using colour, creatively produced with text written clearly by hand. It contains a number of suggestions for making instruments. The musical exercises are all structured to develop simple rhythmic and co-ordination while being fun and open-ended to promote imaginative and creative exploration. The final pages discuss ways of developing basic musical skills and introduce (mainly for the benefit of non-specialist teachers or parents) simple concepts such as crescendo and pontation.



From "Facemaker" by ASK.

Ladybird/Longman, Geoff Galt, 33-35 Turner Row, York YO1 1PF

Computer Concepts, marketed by Ford Electronics, Dept: BBC, Craig Rd, Watford, Herts.

Goldstar, Harding Kinderley, Software Ltd, 2 Henrietta St, London WC2

Sherston Software, 1 Noble Street, Sherston, Marlborough, Wiltshire SN8 0NB

Golden Ltd, 77 Qualitas, Brackley, Berks. MK12 4QG

Griffin, Edling Rd, Alport, Walsley, Middles. HA0 1HT

Cheshire Cat, Ampal Computer Services Ltd, Knutfield, Cheshire

Clarks, 98 Middlewich Rd, Rudston, Northwich, Cheshire CW9 7DS

Ed Soft, 76 Woodville Rd, Exmouth, Devon EX8 1SW

Primary Programs, Claypits, Deben Rd, Saffron Walden, Essex CB11 3JL

Daco Software, 59 Mackenzie Rd, Moseley, Birmingham B11 4EP

ISRN, Freepost, Oldham OL14 3SR

RJE, 143 Montague Rd, London E2 3EV

Mentor, The Paddock, 73 Oldfield Rd, Stannington, Sheffield S6 6BL

FURTHER INFORMATION

Pauline Bleach has written an exclusive booklet of approximately 10 programs, entitled *Computer programs for primary reading and language* which is published by The Centre for the Teaching of Reading, 29 Eastern Avenue, Reading, Berks. RG1 5RU price £2.00 (inc. postage)

Computer Software for Children with Special Needs, also from The Centre for the Teaching of Reading, price £1.50 (inc. postage). A language development resource pack is available from the East Midlands MEP.

EXTRA

Another special
needs category

Gifted Children and Teachers in the Primary School. By Florence Malby. Palmer Press £13.95 85000 003 4, £8.95 85000 002 6.

Why is it that the subject of gifted children in primary schools arouses a distinct uneasiness whenever it is raised in staffroom discussions? Imbued with the notion of compensating for disadvantage through their training and practice over the last 20 years, teachers are unable to cope with the moral and organizational problems of planning effective educational provision for the brightest children in their classrooms. Within a declared framework of egalitarianism, segregation or withdrawal for specialist teaching smacks of elitism. Acceleration to a higher age group can cause social problems for the child. Enrichment within the mainstream, though philosophically more acceptable, often results in the gifted child being occupied with more of the same general classroom diet; for the awful truth is that many teachers are unable to cope with the intellectual demands of a child who challenges the status quo. We are failing gifted children. There is therefore a tacit acceptance that parents will be encouraged quietly to remove them to the private sector. Our professional uneasiness is literally paid off.

Florence Malby dares to tackle these and many other issues in her book. The text is firmly rooted in a sensitive awareness of the realities of primary schools and classroom teachers and children. To begin with she points out that the process by which gifted children are identified is alarmingly circumstantial and arbitrary. Headteachers apparently still favour identification by IQ tests. Teachers are more concerned about classroom achievements than test results, but their woolly perceptions of what constitutes giftedness are often blurred by gut reactions to pupil behaviour, levels of motivation and home background. There is a worrying tendency for working class children to be decategorized. Is this because they deliberately opt themselves out of the category through peer group pressure or because teachers lack the imagination to respond to their learning interests?

As far as educational provision is concerned, gifted younger children appear to be more adequately catered for in the individualized learning ethos of infant classrooms; though a closer look at the quality of match (Bennett, 1983) might reveal a less optimistic picture. The increasingly didactic style of teaching at the top end of the primary age range leaves less flexibility to accommodate their particular learning needs. An analysis of interactions monitored between teachers and children identified as gifted at this stage suggested that they received a disproportionate amount of teacher attention. These findings raise fundamental issues of self-fulfilling prophecies, teacher expectation and pupil response, and the reality rather than the theory of educational egalitarianism.

The myth of the gifted child as a disruptive pupil or social isolate is examined. Though there was little evidence of maladjustment in the sample studied, awareness among peers of a gifted category increased and older children reacted negatively to them receiving the lion's share of teacher time.

Though the sample of gifted children studied was limited (39 children distributed over 24 classes in 13 schools), the messages for general classroom practice ring out loud and clear and the recommendations of the concluding chapter are pertinent. It is as critical that the profession defines a clear policy for provision for gifted children as it has done for those with special needs.

Angela Anning

Angela Anning

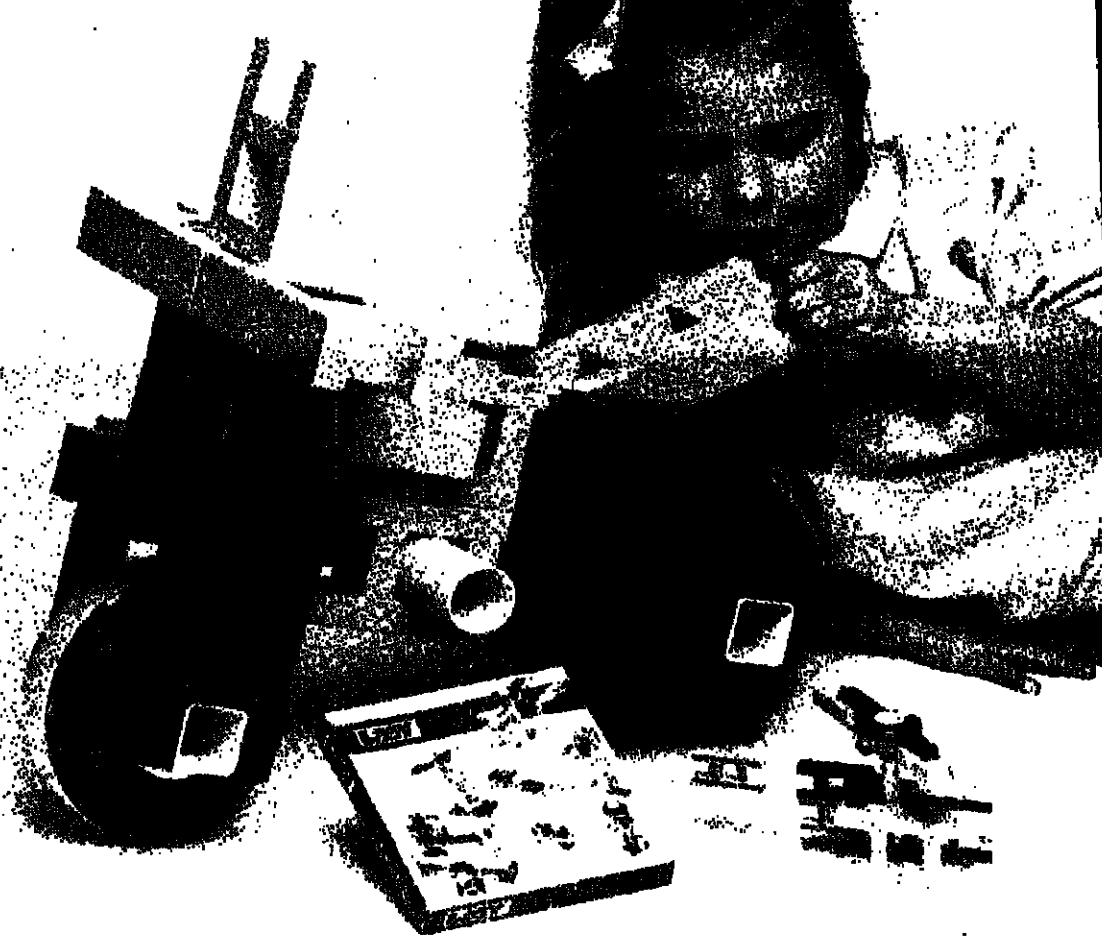
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Catalogue page

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Catalogue page

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TES 2

Giving the giant a voice

Each day this year has had a similar beginning: we say our good mornings, do the register, count the dinner numbers and collect up sundry monies. Then I take from the bookshelf a book - today it is *Quick, let's get out of here* by Michael Rosen. I then open the book and prepare to read. Our poetry time has started.

"Gymnastics" I say and the response is similar to that an audience might give to the opening bars of a favourite song.

"I like this one." "Great". They say. We finish "Gymnastics" and hand shoot up, eager to share this morning or last night's favourite with us. Some poems become so popular and familiar that the children know them by heart - Christina Rossetti's *Hurt no living thing*, Carole Ann's poem about ping pong, Michael Rosen's *Clear the fluff out from under your bed* spring to mind but there are many more.

We have to hurry. "I've memorised one". "Have you? Let's hear it then". We never seem to be able to fit everyone in. Never mind. Save them for this afternoon.

I decided at the beginning of this year to give poetry a push. Our headteacher wanted the children to see that reading isn't about the remorseless march from shelf to shelf but is really about other things. We wanted the children to experience as wide a range of written language as possible and we wanted them to appreciate and to discriminate. We wanted them to be able to understand and to take great pleasure from reading. Reading isn't ploughing through thicker and thicker books I would tell them. "That's not the message I've picked up" they could easily have replied. "I don't know what this is called but it's

got 267 pages. Are you still on that shelf?"

I began by putting onto our newly acquired bookshelf some of the school library's poetry anthologies and I promoted these by reading from them. Initially the children fidgeted. Humoured me. I made special books of their own poetry and we read from these.

The children began to notice poems in the books they were reading. "Can I read it to the other children?" "Sure, they'd like that".

Enid Blyton annuals began to arrive from home. "I've found a poem". And so we began. The children's skills as readers aloud were undeveloped. "I can't hear". "She's going too fast". We persisted. I brought a collection from the main library and Roald Dahl's *Revolving Rhymes* went down a storm. I tried A. A. Milne, Ted Hughes, Eleanor Farson, Spike Milligan. We made a visit to the local library and some of the children found poetry books there, too.

Evidently nine-year-olds haven't got the resistance they had when I was a lad because by now many of them were giving way. When they discovered that reading poetry aloud in groups was allowed they caved in.

The children soon became quite adept at organising their group contributions. "You read that line". "No, that's my line. I'm father". "Oh yes". As the weeks and months passed the children's understanding of what they were reading grew. You could hear in their intonation that they knew just what was meant in a particular line or phrase. They took their cues from the words before them. Roared became *roarrrred*. Hissed was really *hissssed*. In groups as well as singly the children's voices changed to match their roles.

The Giant in Roald Dahl's *Jack and the Beanstalk* acquired a giant's voice. The children became expert listeners, too. Generous when one of the less able readers read but never losing their capacity for criticism.

We motivated them by doing some special things with their poetry. A friend of mine teaches fourth years at our adjacent middle school and she suggested we have some form of exchange - a kind of poetry recital was arranged. We invited her class over and entertained them with our favourite poems and with plates of small cakes. On the following day we visited them. The events caused great excitement and were a resounding success.

Toward the end of the year, with some new books and much confidence the children compiled their own poetry anthologies "in their best handwriting" with illustrations, the source of each poem and a contents page.

When the children left me in July they were skilled and confident silent readers and they were skilled and confident too at reading aloud. What is more they were becoming quite critical, having clear favourites and also able to talk about why they liked or disliked a particular poem. Parents noticed a change too and often remarked on it. One boy's mum remarked to me: "He keeps following me around Smiths, pestering me 'Can I have a poetry book, can I have a poetry book?'"

It pleased me that did. I let him collect the registers next day.

Robert Carlyle

Robert Carlyle is a teacher at the Ethel Wainwright first school in Mansfield.

Diary of Andrian, male

More Dinosaurs from Dinosaur. By Althea. Dinosaur £2.95. 0 85122 427 X. £1.10 426 1. Dinosaur. By Jasper Dimond. Hamish Hamilton £5.95. 0 241 11221 4. A Sea Serpent (the story of a nothosaur). By Beverley and Jenny Halstead. Collins £4.50. 0 00 104123 1.

Scientists at the Natural History Museum must now spend a lot of their time checking texts of children's books. Two out of the three here claim that authentication, though only Althea acknowledges a named expert, Angela Milner, at the front of her book. It is Althea's second factual book on dinosaurs after many fantasies about Desmond the prehistoric caddy.

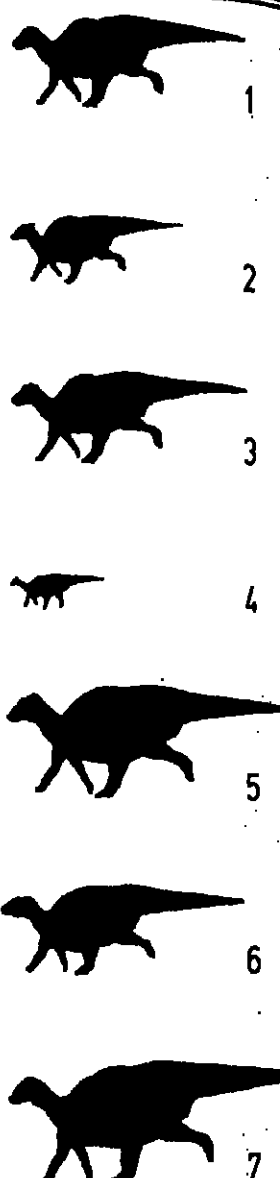
Like the first one, it is short and clear with scientific names and their English equivalents. How do you like Wing Finger for Pterodactyl? My only quibble is that we aren't given any general reason for including the kinds that are here or excluding others. Real dinosaur enthusiasts will want to go further but these little Althea books certainly start them off on the right track.

Jasper Dimond's book is also a press-out dinosaur museum. It was he who produced the lovely *Noah's Ark* a few years ago. Both titles share the excellent design principle that the book should remain readable and aesthetically pleasing when all the models have been pressed out and stuck together.

It is tidily, so the child needs to be at least junior age or precociously dextrous. But the end results are very pleasing and a lot of information is observed on the way. You certainly get your six pounds' worth and, although my eight-year-old couldn't manage it without help, she was very anxious that this review should say how marvellous it was.

You won't find a nothosaur in Althea's book or among Jasper Dimond's models. But that is the marine hero of the Halsteads' latest everyday story of prehistoric reptiles. Here it is this time, as Andrian is the male nothosaur concerned. It's a less bloody story than their previous two - Andrian is only mangled once and dies

Jean Hilton



Hadrosaurs in action - as shown in the detailed Collins Guide to Dinosaurs, reviewed 18.11.83.

of overheating. If you like the Halsteads' style of fact and fiction in separate compartments on the page, it is a very good example of it. The only thing they don't make clear is when or why Andrian parts from his mate, particularly since he took his fair share of providing for their young.

This is one where the Natural History Museum doesn't get a credit. Jasper Dimond is himself Reader in Zoology and Geology at Reading University. Young readers may remember him from Granada's popular series *The Dinosaur Trail*. Being a true enthusiast, he carries you with him and, like the other two books here, brings new life to a subject as old as the hills, not to mention the oceans.

Mary Hoffman

Seconds

Sequels: Volume 2 Junior Books. Compiled by Dorne Fraser. Association of Assistant Librarians. Holmes McDougall £7.50. 0 90000 01 5.

Sequels Vol 2 is a sequel to Sequels Vol 1 (which deals with adult books) and is designed to help those who are right to take *Winter Holiday* off the shelf before *Cool Club*.

Hundreds of authors and two related books, like *Mr. Men* and *Mr. Bump* in 1971 to *Mr. Bump in the Rescue* in 1980.

The charming illustrations of this labour is reflected in its many titles ("separate to") and in its many titles. It is a very good example of it. The only thing they don't make clear is when or why Andrian parts from his mate, particularly since he took his fair share of providing for their young.

Brian Alderson

When the Schools Council Mother Tongue Project team set about producing materials to help mother tongue teachers of primary age children in community and mainstream schools, they were not prepared for the demands of English speaking teachers for materials which they could use in their multilingual classrooms, but they did their best to meet these demands.

They were constrained both by limited finance and by their collaborative methodology, in layman's terms, design by committee, or compromise.

I daresay most of us have ample experience of both constraints and sympathize. "Flat, spiritless and dull" could soon be an apt description of many of the materials used in our schools. This is not, in fact, the age of the train; it is the age of the worksheet.

And, as if to add insult to injury, financial hardship coincides with a range and quality of children's books such as the world has never seen - I believe it's called "bad" law. The educational publishers haven't failed to notice the state of play and are drawing in their horns also.

To rub salt further into the wound, we now have to find materials to cater for comprehensivization, mixed ability groups, new exams and syllabuses, new subjects like computer studies, and the needs of both ethnic minority children and of all children in a culturally diverse society.

So, the Mother Tongue Project *Picture Cards* (a set of 16 for £4.95) while they are carefully designed and hardwearing, are in black and white only. I'm afraid they are unlikely to send a thrill up the spine of the child accustomed to *Ghostbusters*, colour TV and *Picture Puffins*.

Some reviewers would doubtless say that any illustration worth his or her salt can be as effective in black and white as in full colour. But the little ones simply don't see it that way. Mr Aristodemou, Education Officer to the Cyprus High Commission, has indicated the particular danger of ethnic minority children seeing books aimed at them as "second rate books for second class citizens".

I am a little worried too about materials which claim, as do the *Picture Cards*, to "depict everyday scenes which reflect children's experience in an urban multicultural community". What of these children in rural communities, or in monocultural areas, who also belong to our culturally diverse society?

Moreover, since there is no more a typical Bengali family than there is a typical English family, a depiction of that non-existent typical family becomes a stereotype. It is impossible to produce universally appropriate materials of this kind. If, however, they are to be used, as the designers suggest, by teacher and pupils as models on which to base their own materials, reflecting their own school, homes and localities, all well and good. And if less black shading is used, the children can colour their own materials as well.

The *Picture Cards* can be used alongside *Our Neighbours*, which are figures (£2.05 + VAT a set) of Bengali, Caribbean, English and Greek families. Obviously, some cultures had to be excluded, but it is a pity that Turks were not included alongside Greeks. It is a pity also that finance could not have run to somewhat thicker, stiffer card for these cut-out figures; they will have a short life.

The *Picture Cards* focus upon the market, the playground and animals among other topics. I cannot see how these cards can stand up to a comparison with the real thing - the visit to the street scene or the seaside, whether by child or great master; a gripping animal story such as all our minority cultures have to offer.

The Mother Tongue team have also produced an *Outline Story Book* together with a teachers' book, to "introduce stories from a variety of cultures". The pupils' book tells 11 traditional stories in a sequence of black and white line drawings, without text, thus allowing scope for interpretation at "any language level".

The drawings by Aliki are a joy to behold as would those by Amanda Welch have been had they been more clearly printed; and we are delighted to find a Turkish story. Some like "The Hare and the Tortoise" are well known and have simple plots. One plies the poor illustrator required to tell a complex, little-known story in eight frames.

One cannot help wondering, also, whether there are not already quite a

Design by compromise

Jennie Ingham on materials for mother tongue teaching

lot of colourful, attractive books of folk tales told with a few words which could be retold by teachers at various levels; books which may be borrowed from the Schools Library Service.

However, this is a lively and inviting little book, relatively cheap (six copies and one teachers' book cost £5.50), and I have no doubt that, once in the hands of children, the black and white pictures will soon be transformed into vibrant colours.

It is not because of the full colour cover that I would wish to place the *Children's Language Project* in a class of its own. The teachers' book and four activity cards are the result of collaboration between the Language Information Network Coordination (LINC, which was attached to the

Linguistic Minorities Project) and the Mother Tongue Project. An introductory pack of one set of cards plus teacher's book cost £4.95, six sets of cards plus one teacher's book cost £15.95.

The materials are "designed to help teachers in primary and middle schools understand, take account of, and explore the linguistic diversity - including dialects and varieties of English - that exist both among pupils and communities at large".

Although the activity cards, about language at home, at school, around us, near and far, are aimed at multilingual schools, the imaginative collaboration between the Language Information Network Coordination (LINC, which was attached to the

not more, necessary.

The section on language families and distribution of languages in the UK is invaluable. There is also a very useful list of resources at the back of the book.

David Houlton, Director of the Mother Tongue Project, says there are no experts in the field of multicultural education. How right he is! The best of these materials owe their success to expertise in storytelling, illustration and language.

I have long believed that we should not be producing materials specially for ethnic minority children, unless they be language teaching materials such as the Mother Tongue Project has successfully produced for teachers of Greek and Bengali.



From a Children's Language Project activity card.

Instead we should be addressing such skills as we have to the production of information books and related projects, about, for instance, language, or folk tales, or heroes and heroines; or making available the skills of those who can tell a gripping tale, whether traditional or contemporary, to all our children.

All the materials are available from Philip Tacey Ltd, School Supplier, North Way, Andover, Hampshire SP10 5BA.

English from experience

Developing English with young learners. By Opal Dunn. Macmillan £2.65. 0 333 3333 58.

This book sets in print the practical advice and suggestions of an experienced teacher and covers the teaching of reading, handwriting and written communication.

It is not a long book. The most harassed teacher could not be daunted by its hundred pages - many of which are filled with illustrations of suggested reading and writing activities. The summary of reading methods at the beginning of the first chapter is a much simplified introduction to the real business of the book, which is to offer a

self-help guide to the teacher of reading and language skills.

Opal Dunn has taught in several countries and this book is aimed primarily at teachers of young children where English is a second language. Her ideas, though, are relevant to a variety of classroom situations. The book would be helpful to students and beginner teachers. Experienced teachers would find it a useful cross-check on their own ideas - and I would offer the book to interested parents and voluntary helpers involved with reading activities.

This slim paperback does not pretend to be a tome of research findings. It is a practical guide written by an experienced teacher who knows that while her ideas may not always be fashionable - they work.

Jean Hilton

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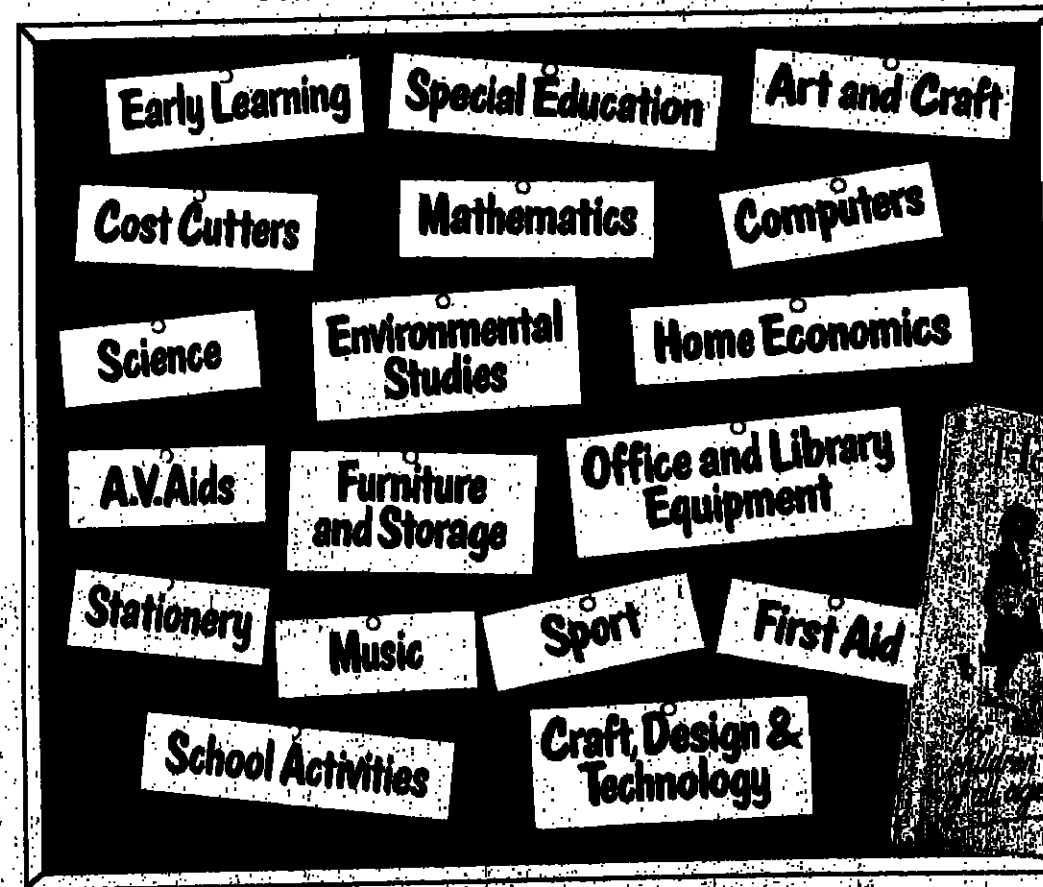
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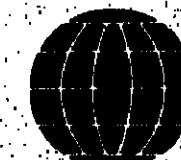
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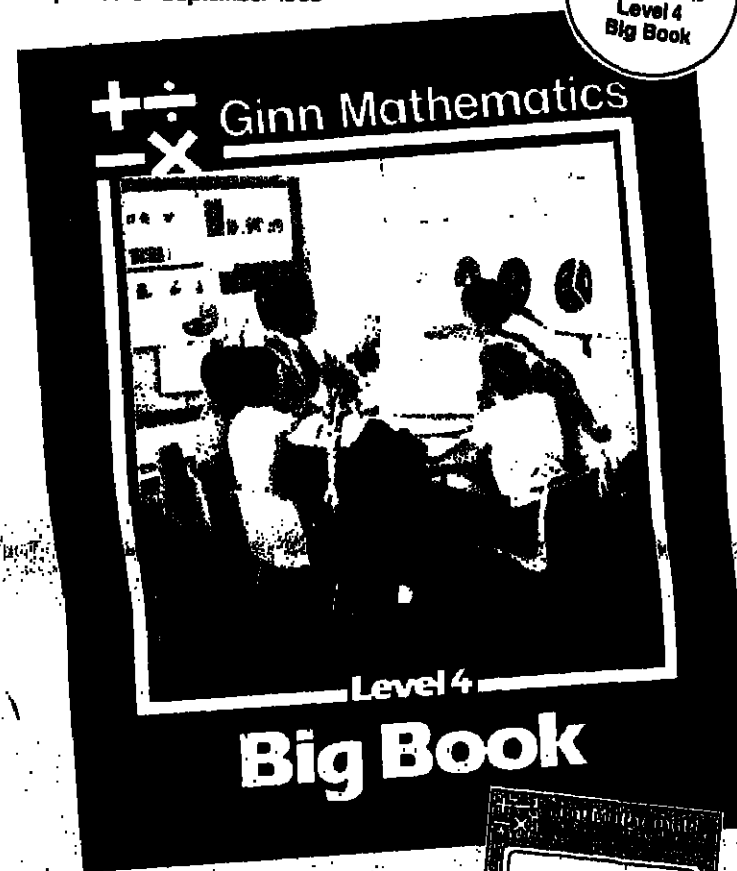
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EXTRA Guides, signs and rules

Organising and Integrating the First School Day.

By Joy Taylor.
George Allen and Unwin £12.00 0 4372041 2 and £4.95 372040 4.
Development, Experience and Curriculum in Primary Education.

By W A L Blyth.
Croom Helm £6.95 0 7099 0642 0.
Teaching 3-9-year-olds: Theory into Practice.

By Marlon Dowling and Elizabeth Dauncey.
Ward Lock Educational £4.95 0 7026 4338 2.

Effective Classroom Management.
By Robert Laslett and Colin Smith.
Croom Helm £11.95 0 7099 1627 2.
£5.95 1628 0.

Computers in the Primary School.
By Richard J Riding.
Open Books 3.95 0 7291 0159 2.

From the late Fifties and through the Sixties, teachers, administrators and architects chiefly saw their role as supportive. At the centre of the education process stood the child. The thoughtful educator first identified individual needs and then sought to satisfy them. The books published during these years reflected this belief. "Learning" was far more than a didactic "teaching". "Creative" had to appear somewhere - if not in the main title, then in the sub-heading. "Approaches" and "Themes" were other well established standbys, emphasizing as they did, a gentle, rather unstructured approach to the challenge of teaching young children. The titles of the current offering of books on primary education have overtones altogether harsher, reflecting, I imagine, a return to less romantic values.

Organising and Integrating the First School Day is the revised reprint of a book first published in 1971. Conscious that recent pressures, academic and political, have tended to make teachers more accountable, Joy Taylor's book provides a useful bridge between the Sixties and much contemporary practice. Then teachers could act more pragmatically than they can do today. Organization and planning lead to more secure teaching and learning. Some of these demands will come from outside the classroom - reflecting school policy or the expectations of the local authority. Yet we must remember that in the end "the skills of the individual teacher outweigh all else". It explores, through practical examples, the many differing approaches which are still to be found in British primary schools. Topics like vertical grouping, project work, mathematics, "open" classrooms are

considered but not to the exclusion of the practical minutiae which so often go to make a classroom day one of success or abysmal failure. This is a comforting book. It gives students and young teachers guidance without being prescriptive. My worry is that the text seems to draw upon those writers who believe that the gifted teacher does not need a guide book but a sign book.

Len Marsh, Christian Schiller, Alice Yardley have made a significant contribution to primary school practice as have Bennett and Dearden. In *Effective Classroom Management*, Robert Laslett and Colin Smith explore, rather more academically, similar ground. "Effective classroom management", they write, "is not unlike chess. Experienced teachers know about opening moves, which gambits are risky. They know how to avoid checkmate and how to checkmate others." The book expands this analysis, though the writers do explain that while the aim of chess is to defeat the opponent, the classroom is not really a place where one side defeats the other. Having made this disclaimer, the text does read a little like the army manuals I once used in camps at Brecon, Bodmin and Lydd. "Rule One, Get Them In; Rule Two, Get Them Out; Rule Three, Get On With It; Rule Four, Get On With Them". The capital letters worried me a little, as did the observation that these four rules are no panacea for trouble-free teaching. But even if some of the jargon leaves us cold the examples (drawn from real classrooms) will encourage self analysis and heighten our perceptions of the tensions and frustrations of a teacher's day.

Alan Blyth's *Development, Experience and Curriculum in Primary Education* considers "curriculum in relation to children's development and experience as a whole; how development and experience interact inside as well as outside formal education and how the curriculum relates actively to both". In distancing himself a little from the label "child-centred", Alan Blyth admits that he has much in common with those who continue to do so. He believes strongly - indeed it is at the core of his book - that what is needed in our schools is "an enabling curriculum".

This, he suggests, will have a distinctive approach characterized by "a willingness to think of the development and experience of individual children, to plan curriculum as intervention, to consider equipping children for choice and acceptance". This particular section of the book (which occupies about a quarter of its total length) merits discussion. Many

of the issues raised are central to understanding of the contemporary primary school. How readily do we use the expertise and experience of ourselves whether the demands of children are constant and unchanging? Might there not be a real difference between a child who was six years old in 1980 and the six-year-old today? How can teachers best be equipped to transmit skills, concepts and attitudes? How can we sharpen our perceptions of children's needs? At a time when curriculum planning, and an ordered approach to teaching are so much in the forefront of the collective mind, it is refreshing to find a book which questions traditional attitudes and offers such a thoughtful and sound alternative.

Teaching 3 to 9-year-olds by Marlon Dowling and Elizabeth Dauncey has been written to help those who teach in first schools. The starting point of the HMI Survey "Education 5-9" observed that "the majority of teachers come from other than first schools and these teachers need appropriate inservice training". The book provides the books *Teaching 3 to 9-year-olds* by Marlon Dowling and Elizabeth Dauncey. Its purpose is to help teachers of very young children by giving both professional and practical advice. The observations on "starting where the child is" nestle in the text against the words from Bruner and Kellner. The book is a guide through the maze of micro chip. "My intention," writes Richard Riding "is to introduce the primary school teacher to the field of computers in a simple and clear manner to indicate how to choose computers for school use and how to use programmes".

In a straightforward, almost matter-of-fact style, the author examines the impact of new technology in the classroom. Computers in learning and teaching. This is also a brief chapter on programming. It has the strengths and weaknesses of any manual. A decent manual gives guidance to the user. It does not teach driving. Similarly, I would hesitate to depend upon a handbook on the computer without drawing upon "hands on" experience on a real keyboard.

Henry Pickers

To begin at the beginning

Exploring Primary Assemblies. By Warwick Griffin.
Macmillan Education £6.95 333 36588 7.

Stepping Stones. By Linda Allen.
Batsford Educational £7.95 7134 1265 8.

"Assembly can sustain the natural curiosity of children. It can surprise them, comfort them, challenge them, inspire them, show them acceptance and make them laugh... It can help them to understand something of their place in the world and of the care and compassion they need to show towards each other and towards all things around them."

So claims Warwick Griffin in this introduction to his *Exploring Primary Assemblies*, and it is a measure of the excellence of his book that its thoughtful use will result in those aims being achieved in many schools. While John Ferguson, who has contributed an introduction and follow-up activities to Linda Allen's collection of stories for assembly, would perhaps make the same claim, following their *Stepping Stones* is a much more precarious course.

Basically this latter book consists of 48 stories (intended for five to nine year-olds), each labelled with "a moral implication". For example, we have "The Giant that Made People Jump" (obedience in adversity), "Father Christmas and the Ice Giant" (team-work and belief in or belief in not), "The Princess Who Looked Down"

Note" (consideration for others). Now it may be that I am unlucky in the nine-year-olds I know, but I would not risk reading them the story of "Piko and the Growing-up Fairy", nor that of "Mr Murphy's Gnomes", and still less am I going to visit the local garden centre to borrow some gnomes for follow-up work to show we should be considerate to others. Sometimes these follow-up suggestions are less precise. "This story mentions princes do... The children could research heads of state and royal families of the countries of the world." Rather more sensible is the suggestion that follows a story of a frog turning into a prince. "As we are wisely told, might lead to an in-depth study into the life cycle of a frog."

It is a positive relief to return to *Exploring Primary Assemblies*. Intended at least in part to help teachers following the principles laid down in the Hampshire syllabus and the related handbook (*Paths to Understanding*), it will be both a practical aid and inspiration to all concerned with primary assemblies. This introduction considers the functions of assembly and gives admirable, concise advice on their planning and stage-management. Following this are detailed accounts of lively, active and thought-provoking assemblies based on the community, the curriculum, stories and poems (including Biblical ones) and on different (ie multi-faith) ways of worship. There are detailed references and lists of additional resources.

If you want assembly to be educationally respectable, spiritually valuable, and socially and personally engaging, then this is your guide. Alternatively you could read "A Long Ago Story of the Mountain People". Its moral implication is "respecting tradition".



David and Goliath is a new addition to Catherine Storr's collection of stories (Bellin Press £4.95)

EXTRA Globe trotting

Macdonald Countries set new standards of production for children's information books in the 1970s with its excellent colour illustrations, informative captions and lively, authoritative text. Ever since the market has been inundated with children's books on countries and peoples. Indeed, the latest additions to this genre are piled nearly a foot high on my desk!

Macdonald have themselves added to the heap with *Looking at Lands* written "for young children" and reprinted here by Winston James's *The Caribbean* (£4.95). Unfortunately, the text lacks the fascinating detail and presentation which made the earlier series the market leader, while the vocabulary and sentence length (up to 39 words) suggest older rather than younger pupils.

We live in the Caribbean by John Griffiths in Wayland's *Living* series (£5.50) is a more satisfying and refreshing book on the same subject, with its emphasis on diversity of life style rather than national generalization. Each book in the series features detailed descriptions of the lives of a group of 26 people, such as Winifred Gittens, a fish market worker in Barbados. In other books in the series children can find out about a steel smelter in Magnitogorsk (We live in the Asian USSR by E Ryabko) and a teacher in Brasilia (We live in Brazil by Patricia Robb). Each individual life-

style is written in the first person and gives the books the appeal and impact of a "fly on the wall" television documentary. Other titles include Pakistan by Mohammed Amin, Sweden by Stephen Keeler and Chris Fairclough and Malaysia and Singapore by Jessie Wee.

By contrast Wayland's *My Country* series for young juniors based on the *We Live In* series has the same framework, full colour photographs and a text compressed to about a third of that of the parent series. Unfortunately, this sometimes leads to obfuscation rather than simplicity. In Greece is my country (£4.95) by Bernice and Cliff Moon, the prevailing one-line sentences are in line with those in most books written for lower juniors, but sentences such as "I have to plough, spread fertilizer, prune and spray the vines, press the grapes and then ferment them" require amplification not precise at this level.

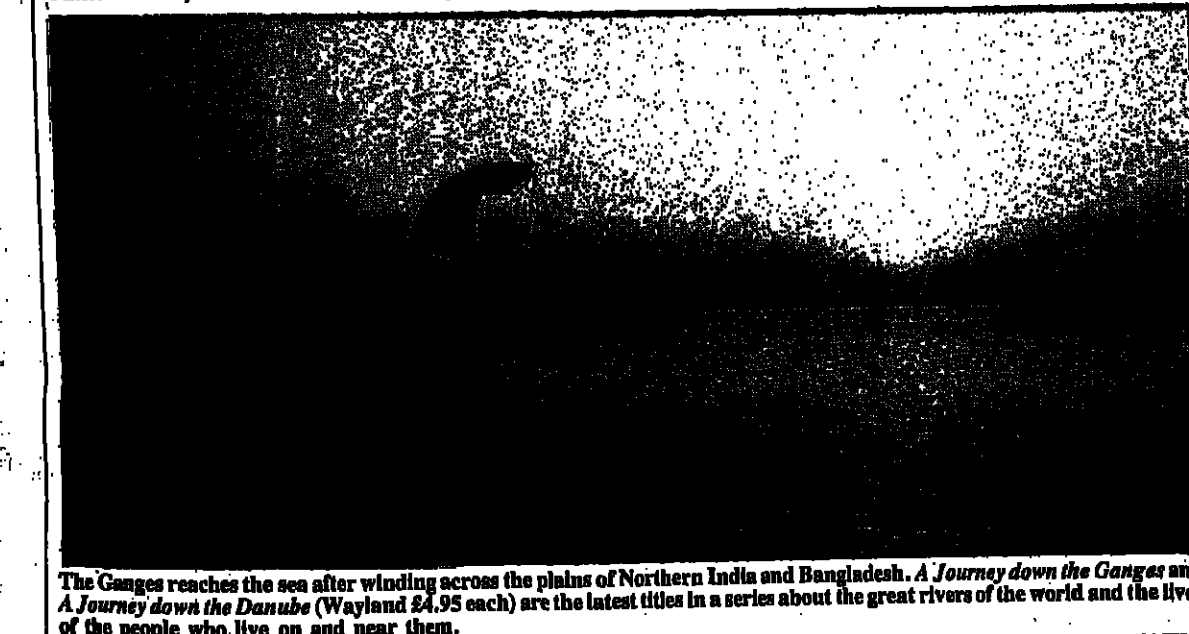
Personalized geography also lies at the root of A and C Black's *Beans* series for young juniors (eg *Singapore Family* by Bridget Goom and Brazilian Family by Olivia Bennett, £3.95). This series has much the same style, appearance and format as Wayland's *Families Around the World* series (£4.25) and *Young Library's Children of Europe* series (£3.95). Beans has the superior production with excellent colour photographs and an interesting text.

but the books lack an index, list of contents and chapter headings. As information books they compare unfavourably with *Families Around the World* which, despite its dull text, does have a glossary, facts page, index and contents. Children of Europe: Italy by Giovanni Firman lacks colour but features an informal, chatty text, a quiz, Italian phrase list, index, contents and list of sources information.

Two titles in *Seas Around the World* by Laurie Bolwell (Wayland, £4.95) effectively introduce juniors to the oceans of the world. His *In and Around the Arctic* complements *East of the Arctic* by J H Greg Smith, in Wayland's *Original Peoples* (£4.95). Other titles in the same series describe North American Indians, New Zealand Maoris, Australian Aborigines and South Pacific Islanders.

Children reading Eskimos will get a clear picture of the problems facing the Inuit today and a realistic view of life in the Arctic in the 1980s. This is rather more than can be said for *The Eskimos* Activity Book produced by British Museum Publications (at 95p) with its dog sleds, cut-out paper igloo, model kayak and picture of an Eskimo family in a stone and turf house!

Philip Sauvain



The Ganges reaches the sea after winding across the plains of Northern India and Bangladesh. A Journey down the Ganges and A Journey down the Danube (Wayland £4.95 each) are the latest titles in a series about the great rivers of the world and the lives of the people who live on and near them.

Read and talk

English Links. By Sheila Lane and Marlon Kemp.
Bell and Hyman Book 1 £2.75 7135 1430 2.
Talk It Over. By Sheila Lane and Marlon Kemp.
Ward Lock Book 1 £2.50 7062 4352 8; Book 2 4353 6; Book 3 4354 4.

The publicity handout for *English Links* tells us that Sheila Lane and Marlon Kemp have a "marvellously imaginative approach to language teaching in the primary school". On the evidence of *English Links*, Book 1, this is questionable. Much of it is the same old stuff: filling in blanks, unscrambling words, making lists. The material is less fantastically formal than many old stalwarts in the textbook world, but there remains the problem of how to use these books. The aim of the course is to link the main components of language so that listening, talking, reading and writing "feed each other in a natural cycle" we are told. This is pretentious waffle; there is nothing natural about hopping from one activity to the next, dabbling here and there in prediction, spoken messages, note-making, language work across the curriculum (the publishers' quotation marks), self-evaluation and so on and so on in a nearly set out in the handout's Skills Chart). It is difficult to climb on to so many bandwagons at once.

Attempts at being comprehensive have always been the main drawback of so-called course books, and now

that it is respectable for language work to incorporate so many aspects, a course book becomes very unwieldy. Quite simply, *English Links* tries to do too much. Working on prediction, note-making, cloze procedure and so on is all very laudable, but it must be done carefully, structured by the teacher with her own pupils in mind and in relation to other work that is being done in the class. At the end of the day, you either like working with course books, or you don't. I don't, because there are so many more interesting and worthwhile things I prefer to do.

The same authors have come up with a series of books "to develop a wide range of reading and language skills through oracy". This to my mind is a much better proposition than a course book, though I do wish we could get away from this notion of skills in language development. In these books we are dealing with one aspect of language in particular; and it is good to see books devoted to talking. But, again, it is difficult to use books like these effectively. Children are directed to "talk it over", then work "on your own", then "in a group" and "on your own" again within a particular unit; and the danger of superficiality must be faced as the hard-pressed teacher who is behind on the reports gratefully takes a subservient role. Despite the inevitable crop of maddestly pointless exercises, the intentions of these books are at least praiseworthy, and used carefully, they would be worth having.

Will Harris

Poetry please

A Very First Poetry Book. Compiled by John Foster.
Oxford University Press £4.95 19 916051.
£2.50 916050 3.

The series of Oxford poetry anthologies of which this is the latest is deservedly well known to teachers and much appreciated by children. The presentation obviously helps: the books are attractive to handle, easy to read and always well and profusely illustrated. The choice of poems, too, is lively and the books are well, though not pedantically, graded.

This is a book to add to the front of the series, and presumably has the task of introducing new readers to poetry. Because most of the poems are very short, you get a lot of them for the money - 122 to be exact.

As you might expect, many of the poems are funny, because, it seems generally accepted that making children laugh is a key ingredient in the ticklish process of turning them on to the appreciation of this sort of writing. Thus, there are humorous poems from Spike Milligan and Michael Rosen among many others.

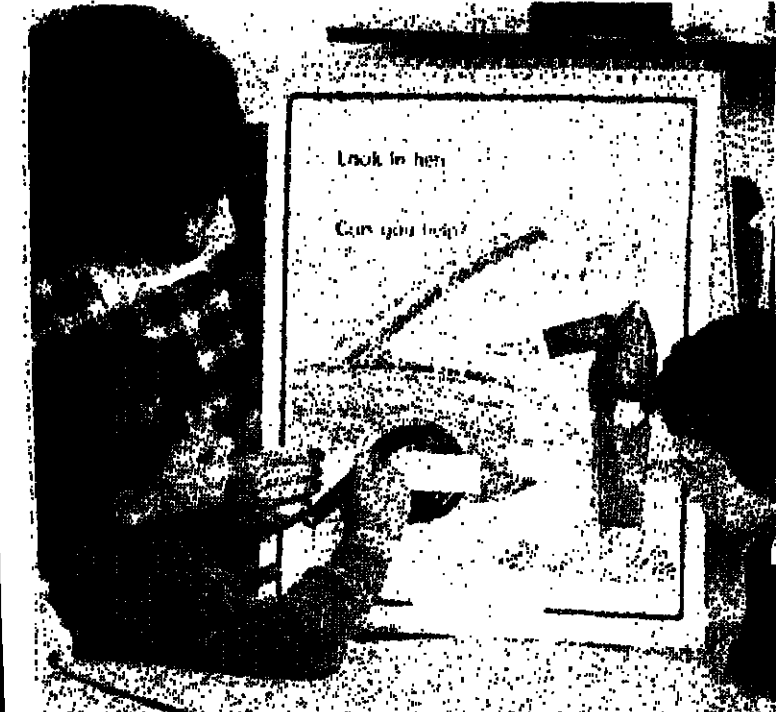
The selection of authors is very wide - over 30 are represented, by my count, not all of them well known. It is little notwithstanding, this book would appeal to children of any age, of whatever experience, and will make a valuable addition to the resources of any language department.

Gerald Haigh

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Language Resources for Levels 3 and 4 will be published September 1985

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Paul Harlino

John Baker

The main value of the book is M. Biggs' constant insistence that children, and particularly those who could be described as slow learners, particularly able, would benefit from the development of a more positive attitude to mathematics. Slow learners tend to suffer repeated failure, while able pupils suffer boredom because of lack of originality and stimulus. Such statements may sound as though M. Biggs is trying to teach grammar to eggs but experience has clearly shown her, and me, the need for constant reminders to teachers about this fundamental aspect of the art/science of teaching. Read the book - your class/dren cannot fail to benefit.

As a guide to activities for those groups the book is good, and exhibits a refreshing awareness of the limitations shown by slow learners and of the remarkable levels of output of which able children are capable. From that point of view it should provide a much needed jolt to the schools which aim

T/8/E



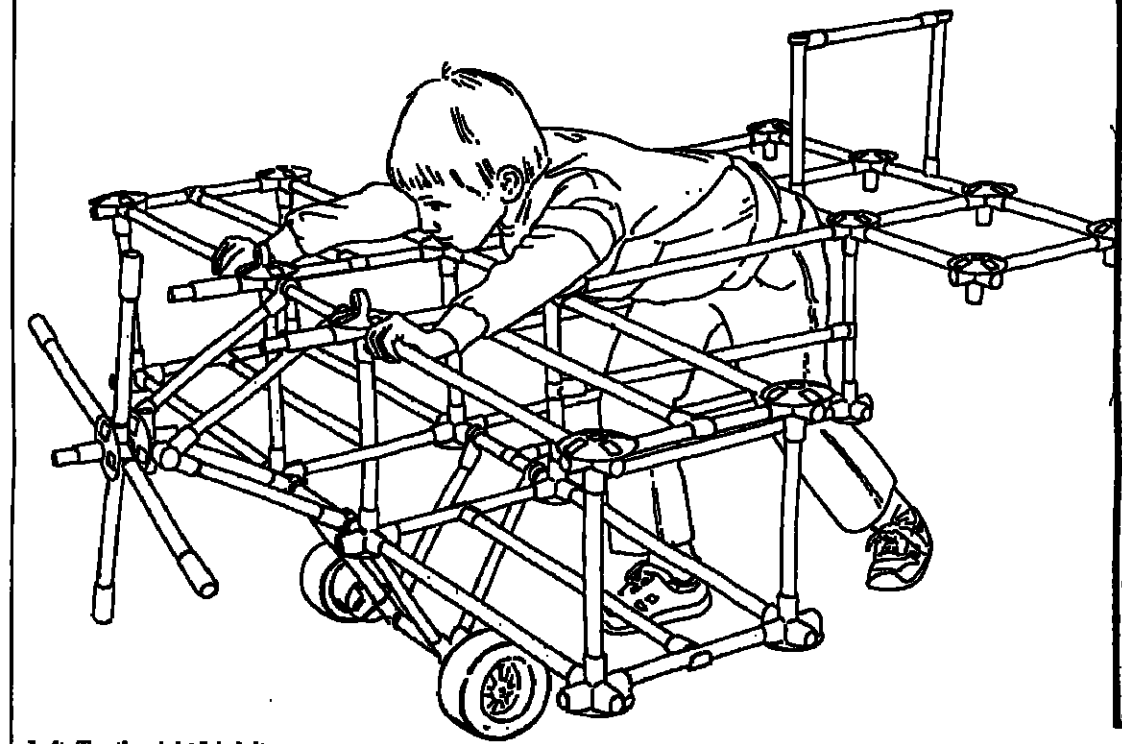
fun of discovery that comes with the best infants teaching seems lacking. There are more imaginative approaches to maps and time lines than those described here, more adventurous ways to tackle visual more scope for play and drama. It is not, for example, the enjoyable purposeful "half-story" technique involving a class in fruitful activities. Wisely, the book includes a nice account from an infants' teacher of an adventurous work on "caves" somehow makes Mrs Blyth's own account of the "treasure hunt" more

Joe Johnson is headteacher of Stadhampston Primary School, Oxford.

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EXTRA



Left: Tactile; right Link kit.

Sterling's weakness has given British-made toys a considerable boost. They are now strongly placed to compete with imports, particularly from the dominant American markets and even Hong Kong.

As a result a string of hopeful new ideas emerged at the British Toy and Hobby Fair at Earls Court, particularly plastic construction systems and three-dimensional games. Meanwhile electronic toys have settled down to a functional rather than a starring role.

Link is a new construction kit which is unlike others in that it uses a ball and socket linking system with central rods. This model can be built up at various angles in all directions, to make chunky monster figures, buildings or vehicles. In tough, pliable plastic, the kit requires a firm grip to be pressed together, but the result is a stable and robust. Packs cost from £2 to £15 (for 192 assorted pieces). (Matchbox, Lincoln Road, Enfield).

Using the Tactile building system it is possible to make climb-on models.

Model toys

Gillian Thomas looks at new construction systems and other games

Tough, lightweight plastic tubes attach by firm twisting to rib and socket joints. There are also wheel units for vehicles. A kit containing 50 1/4-metre long tubes, 25 1/2-metre ones and a selection of sockets costs about £40 plus £8 for four wheels. From Penn Pax, West End Road, High Wycombe.

Young Minds is a range of 32 brightly coloured plastic items by Invicta, complementing their existing educational materials. Each is centred on a developmental activity for under-7s, such as colour and shape recognition, manipulation and counting. They include scales, shape and alphabet



Bird life

by Ashok Bery

Let's Learn About Birds by Jan Hatley
Macmillan Education
Walkharts
£12.95 + VAT
0 333 32872 8
Worksheets
£5.95
0 333 32873 6

A poignant photograph in this pack shows a pair of passenger pigeons with an egg. Once common on the prairie of North America, they were hunted to extinction over a period of about 20 years, the last surviving in captivity in 1914. Running like a dirge through Let's Learn About Birds is the familiar theme of our destructiveness, whether directly through hunting or indirectly through disturbances of habitat, the introduction of predators and the like.

This splendidly produced pack for the 9 to 13 age group consists of colour charts illustrating and describing members of various families of birds (striches, owls, hummingbirds and falcons among them), photo-charts of some individual species, worksheets and a teacher's book. Between them they cover habitats, conservation, nesting, feeding habits and many other topics.

The suggestions for further work are especially valuable and resource-rich, often organized round themes such as camouflage, communication and migration, they range widely to include mythology, technology and suggestions for imaginative writing. The section on flight, for example, is limited not only to birds but also to aviation, Pegasus and flying carpets; elsewhere, pupils are asked to imagine what it would be like to migrate each year.

The pack could be used for wildlife study and as a basis for language development; but, above all, one hopes that it will help to raise awareness of the constantly increasing threat to ourselves posed by the loss of the beautiful birds depicted - and to other species.

certainly makes an entertaining change and is by no means easier. £6.50. Spears Games, Enfield, Middlesex.

Robots are kits for building model machines and robots that can be controlled from a five-channel console. The grey and black plastic components include cogs, wheels and "grabs", which fix easily but securely together to make creatures and vehicles. Battery-powered bi-directional motors produce forward or backward movements. The kits come in three sizes. £20 to £60. MB Games, 23 Sheen Road, Richmond, Surrey.

Playcloths are an extension of the Playmat idea, being for use on a table instead of the floor. Brightly printed on thick wipeable PVC-coated cotton, 36 by 40 inches, there is a roadway scene and a compendium of five games including draughts, ludo and noughts and crosses. This comes complete with dice and counters and costs £8. Rectel Sutcliffe, Church Street, Osselt, West Yorkshire.

Activities and topics

by Wendy Body

such as Food and Drink, School, People At Work, The Countryside and Weather. The accompanying workbook is intended to reinforce the vocabulary through writing, drawing and various puzzles. While some of this make relatively low level demands on children, with teacher support and discussion, the workbook could be a useful resource in early classrooms.

Book 1 of Study Reading by Keith Gardner would be suitable for use with reasonable readers aged nine upwards. Teachers who are familiar with the work of the Schools Council project "Reading For Learning" will be particularly delighted with this workbook. It introduces pupils to the principles of identifying the purpose for reading, locating the relevant information in the text and then using this information. Practice in the techniques of underlining, text labelling and presenting information in tabular form makes up the bulk of the book, using extracts that are long enough and worthwhile enough for pupils to get their teeth into. There is also some very useful guidance on how to take notes. The teachers' Notes stress the need for working in small groups, to allow discussion. All in all, an excellent buy.

Book 2 is now available and the two books make up a single course. Book 2 costs £1.50.

Spelling And Vocabulary Workshop Books 3 and 4 are intended to do what the name suggests: reinforce spelling skills and extend vocabulary. There are a few decidedly unhelpful features to the books. For example: "This section is to do with gender/collective nouns" given no explanation of the terms given. I also came across: "a thick slice of meat of fish" as a clue. However, if you like your pupils

juniors to be occupied in word puzzle type activities and believe that in so doing they will enrich their vocabulary and learn to spell, then you will find the books useful. I rather think that many teachers would regard the books more as an occupier of pupils' time since writing a word once is not likely to fix it in most children's memory. There is a Teachers' Book for each workbook. It is exactly the same as the pupils book except that the answers have been added.

Pre-Reading Topic Books 3 & 4 are workbooks intended to develop handwriting, coordination and children's "observational techniques" through lots of matching, joining and colour-

ing-in activities. The books are arranged thematically so that Book 3 is about Animals and Book 4 about Seasons and Festivals. They do provide practice in motor coordination skills but I wish they hadn't been called "Pre-Reading" workbooks, the implication that children should do all this before they make a start on reading is, in my view, worrying and misleading. It is worth mentioning that the books are made of good quality paper which is important for children practising these early learning skills.

All the teachers who use Link-Up as a reading scheme will be pleased to see that a further three books and some worksheets have been added. Build-

Up Books 8A, 8B and 8C each contain a contemporary story and a traditional one together with some non-fiction. Despite the loss then of gripping illustrations, they will provide some good extension reading.

Link-Up Workshop 5 related to books 5 and 6 of the scheme. There are 24 double sided worksheets and a set of each are provided in the pack. The main activity consists of completing a series of questions where children are directed to the relevant page to find the answers. Additional activities involve some word study, writing and drawing. Plenty to keep children busy here!



From 'Study Reading - Book 2' which has been recently published by Oliver and Boyd.

Picture Word Book
Price £2.50
Picture Word Book Activities
65p
Spelling and Vocabulary Workshop
Books 3 & 4 65p each
Link-Up Workbook 5 £6.00
Build-up Books 8A, 8B, 8C
£1.35 each
All published by: Holmes McDougall Ltd.
Pre-Reading Topic Books 3 & 4
50p each
Oxford University Press
Study Reading Book 1
£2.00 a set of 4
Oliver and Boyd

The Picture Word Book is designed to introduce early dictionary skills and extend the vocabulary of young children. It is arranged in thirty themes

PRIMARY SCIENCE

Only One Microscope? Thousands of teachers now show groups of children the exciting world of pond life, the growth of plants and the life cycle of insects with the award-winning, Hightail Projector Microscope. Also shows slides and filmstrips. Available from major bookshops or LEA Supplies.

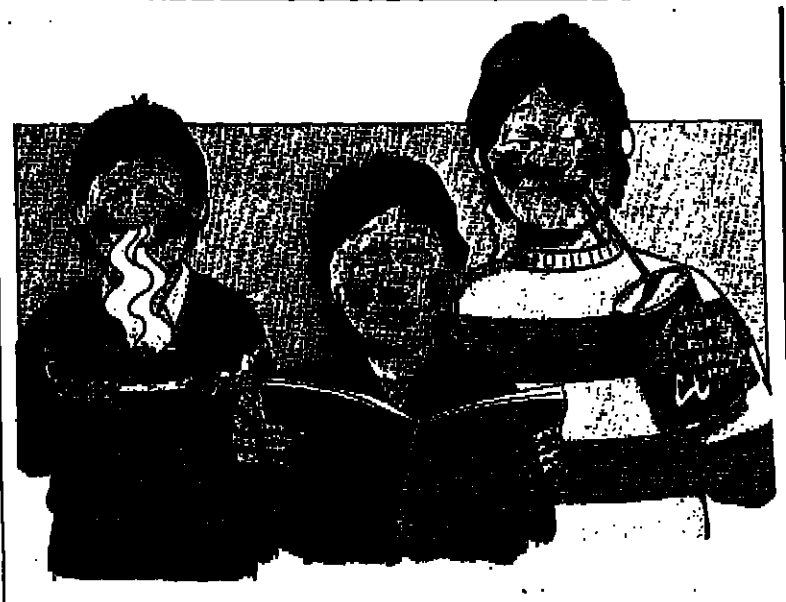
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776 George Street, Coventry CV4 7LD
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EXTRA



Scientific fun

by Philip Hytch

Starting Science
Book 1: Working Models by Jim Flood
Book 2: Finding Out by John Paull
£2.75 each (Teacher's Booklet free)
Heinemann Educational Books

This set of two books, which arose out of the successful Central Independent Television Series "Starting Science" aims to show how science can be fun once you get involved in it. It should be not only interesting but entertaining, suggest the authors. A quick glance through the bold and colourful illustrations in Working Models will confirm this, since without exception the children depicted, (black, brown and white), are shown grinning broadly as they become immersed in contemplating, constructing, improving and evaluating the many working models on offer.

An occasional expression of puzzlement, however mild, or even one of stolid determination would have made a nice change, yet one has to go to Book 2, Finding Out in order to experience a range of facial expression to match the context.

Going back to Working Models, Jim Flood has compiled a splendid series of models, most of them quite capable of being constructed unaided out of simple materials by children from eight years onwards. The Coke Can Dragster, the Eggmobile and the Catamaran are likely to prove great favourites even in their basic form, though many building technologists will want to respond to the challenge of improving their model. Each model has been selected in order to generate and develop practical skills whilst at the same time confronting children with a range of scientific principles and concepts. The method is very sound: first the model is made, then the children are asked how they might improve upon it. This in turn involves questions about what might constitute an improvement and about how they will know whether it is in fact better. How can they be sure? In other words, there is a natural progression into hypothesis making, notions of what constitutes a fair test, careful observation and some invitation to generalize.

A very good example of the overall approach is where the construction of a basic chassis is progressively developed to encompass not only simple gearing principles but also the application of electrical power to produce a quite sophisticated vehicle capable of directional mobility and computer control. This sort of activity could produce a deal of uncertainty and frustration in all but the very brightest pupils, a situation well appreciated and indeed planned for by the authors of this series. In such a situation there is the opportunity for the enthusiastic teacher to join in the problem solving exercise - and the fun.

Book 2, Finding Out does not have quite the same impact initially, its general layout suggesting a rather fair test, careful observation and some invitation to generalize.

out of some by now rather familiar experiments. There is, for instance, an excellent sequence on moulds and fungi which I have not seen bettered at this level, and the tasks suggested in the "Survival" section provide some very valuable and challenging activities.

Both books are copiously and colourfully illustrated. The text in each case is well written, though the chosen typeface is a bit cramped for my taste. The layout is generally helpful to the reader. A rather flimsy but informative Teacher's Booklet is included in the two packs. Since the publication may be sold in the USA, I suppose it is acceptable to spell "practice" with a "c" even when it is a verb - but it is important to be consistent about this (see Book 1 pages 3 and 5). And it seems that "alright" is now all right.

Major new initiatives in primary education

Infant Mathematics Project

Jean Clark, Alice Dickson, Roy Edwards, Barbara Hewitt and Barbara White
Complete in 1985.

This is the liveliest and most colourful infant mathematics course available. It has been written by a team of practising mathematics teachers and, while it can be used on its own as a free-standing scheme in its own right, it also links in well with junior schools using any broad based junior mathematics scheme.

IMP consists of Teacher's Books each giving suggestions for practical activities on a specific topic; sets of children's workbooks (for Unit 1) and cards (for Units 2 and 3) which provide written consolidation and practice; packs of full colour games; and a set of full colour rhymes.

The IMP writing team believes that no other course provides a greater range of activities for pupils to work through - and these are vitally important if children are to learn and develop mathematical language.

Send for the IMP Sample Pack (£2.25)

Primary Science 7-11

Christine Brown, Christopher Brown, Roy Edwards, Tony Roberts and Beverley Young.
Complete in 1985.

Unit 4 of this primary science scheme for 7 to 11 year olds which develops pupils' scientific skills and attitudes will be published later this year.

The scheme is flexible enough to suit a variety of school circumstances but is also structured to assist teachers who are less familiar with science and who find a sequenced set of materials helpful in providing a framework for a science curriculum.

The plan for science in each school will be different but the overall goal will remain the same: to enable children to take an active part in exploring their environment and to lay foundations for life in an ever-changing world in which the ability to cope with scientific and technological ideas will increasingly be necessary.

Evaluation Packs for Units 1-4 available (£1.50 each)

An integrated course in language development for 7 to 11 year olds

Athens, Barbara Benson, Charles Cuff, Pauline Elkin, Maureen James and David Taylor
An entirely new course in four levels, which develops the full range of language skills. Recent reports on language development in the primary schools have stressed two vital areas:

- the importance of talk and listening
- the need to learn how to study

The design of the Primary Language Course has incorporated these elements from the beginning, and has related them to the development of writing skills and a focus on the functions of language.

Now available: Talking and Listening, Reading, Writing and Word Play books for Levels 1 and 2. Study Skills books for Levels 1 to 4.

Send for the Special Evaluation Pack (£9.50)

Tessellations

Homerton College

One of the most striking, intriguing and fascinating pieces of computer software yet to be published - and certain to become a classic. There are innumerable tessellating patterns, and this package can be used to explore them all.

- easy for young children to control via the specially developed four-key user program interface
- comes supplemented with a library disc showing examples of tessellating patterns from Islamic, Chinese, Celtic and other cultures
- introduces children to the wide variety of patterns possible following certain mathematical rules
- includes extensive documentation

BBC (B) 40 and 80 track discs £21.00 + VAT

FIRST PROJECTS SERIES

Jane and David Glover

This new series, aimed at 6 to 9 year olds, consists of packs which act as resources for a wide range of project topics popular in infant and junior schools. The programs have been designed to encourage children to explore and to make discoveries in situations that would be inaccessible to them without the aid of a microcomputer. The documentation provides a thoroughly comprehensive exploration of each project topic, providing ideas for activities, useful background information and short notes on how the program operates.

Coming soon: Transport (Explorers) BBC (B) Discs about £12.50 + VAT
Spaces (Space Walk) BBC (B) Cassettes about £10.50 + VAT

PROGRAMS FOR YOUNG SCIENTISTS

Stephen Morris

Super Seed, Golden Eagle, and Space Track are all simulation programs, for use by primary school age children, where the user is put in the place of a professional scientist. He or she has to carry out experiments and exercise professional judgement in a series of experimental situations which could not be explored in other ways because of cost, time or degree of complexity.

BBC (B) Discs about £12.50 + VAT
BBC (B) Cassettes about £10.50 + VAT

CAMBRIDGE UNIVERSITY PRESS

To: Rosalind Horton, Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU

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Cambridge Micro Software for the Primary School

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SECONDARY DEPUTY HEADSHIPS

continued

CROYDON

LONDON BOROUGH OF CROYDON

THOMAS MORE R.C. (M.)
Russett Hill Road, Purley,
Surrey CR2 3XP

Tel: 01-668 6251/3

Tenable 1 September 1985

Deputy Headship

Applications are invited from suitably qualified and experienced teachers for a Deputy Headship in this 11 to 16 mixed Catholic comprehensive school. The post will become vacant on 1st September 1985 owing to the retirement of the present Deputy.

Applicants should hold the Catholic Teaching Certificate and be committed to the Catholic ethos. The successful candidate will be expected to work closely with the Head Mistress and the other Deputy Headship holders in the school. The post is a full-time position with pastoral, administrative and financial responsibilities.

Application forms and further details are available from the Head Mistress on receipt of foolscap S.A.2. Closing date 4th April 1985.

SALARY

Burnham Scale Deputy Head Teacher Area Allowance (39453) 130012

EAST SUSSEX

FRIDAY SCHOOL

Southfield Road, Lewes BN7 2

Comprehensive mixed, 11 - 16

Roll: 1360 (incl. 300 in 6th form)

Required from September 1985

Head Teacher (Group 12) following the promotion of the holder to a Headship.

Applicants should have experience in the pastoral or academic field in a secondary school.

Relocation grants available in approved cases.

Further details and application forms (see page 58) from the Head Teacher by March 22 (1985).

130012

HAMPSHIRE

BELLMEORE SCHOOL

Bellmeore Road, Basingstoke RG24 0QU

11-16 Comprehensive, 1000

Required from September 1985

Head Teacher (Group 12) following the promotion of the holder to a Headship.

Applicants should have experience in the pastoral or academic field in a secondary school.

Relocation grants available in approved cases.

Further details and application forms (see page 58) from the Head Teacher by March 22 (1985).

130012

HAMPSHIRE

ARNWOOD COMPREHENSIVE SCHOOL

Arne Road, New Milton, Hants.

Roll: 1100

Group 11 School

Head Teacher (Group 12) following the promotion of the holder to a Headship.

Applicants should have experience in the pastoral or academic field in a secondary school.

Relocation grants available in approved cases.

Further details and application forms (see page 58) from the Head Teacher by March 22 (1985).

130012

HAMPSHIRE

BRUNN PARK SCHOOL

Wilton Road, Basingstoke RG24 0QU

11-16 Mixed Comprehensive

Roll: 1100

Group 11 School

Head Teacher (Group 12) following the promotion of the holder to a Headship.

Applicants should have experience in the pastoral or academic field in a secondary school.

Relocation grants available in approved cases.

Further details and application forms (see page 58) from the Head Teacher by March 22 (1985).

130012

HAMPSHIRE

DEPUTY HEADSHIP

Second Master/Mistress

Required September 1985

Head Teacher (Group 12) following the promotion of the holder to a Headship.

Applicants should have experience in the pastoral or academic field in a secondary school.

Relocation grants available in approved cases.

Further details and application forms (see page 58) from the Head Teacher by March 22 (1985).

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130012

HUMBERSIDE

COUNTY COUNCIL

KINGSTON UPON HULL

ANDREW MARVELL HIGH SCHOOL

St. Andrew's Road, Hull

Head: S. Alsop, B.Sc.

Required from September 1985

Head Teacher (Group 12) following the promotion of the holder to a Headship.

Applicants should have experience in the pastoral or academic field in a secondary school.

Relocation grants available in approved cases.

Further details and application forms (see page 58) from the Head Teacher by March 22 (1985).

130012

KNOWSLEY

HALEWOOD COMPREHENSIVE

The Avenue, Halewood, Merseyside

Roll: 1100

Group 11 School

Head Teacher (Group 12) following the promotion of the holder to a Headship.

Applicants should have experience in the pastoral or academic field in a secondary school.

Relocation grants available in approved cases.

Further details and application forms (see page 58) from the Head Teacher by March 22 (1985).

130012

LONDON

ST. URSLA'S CONVENT RC

St. Ursula's Convent, Greenwich

Roll: 580

Group 11 School

Head Teacher (Group 12) following the promotion of the holder to a Headship.

Applicants should have experience in the pastoral or academic field in a secondary school.

Relocation grants available in approved cases.

Further details and application forms (see page 58) from the Head Teacher by March 22 (1985).

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Relocation grants available in approved cases.

Further details and application forms (see page 58) from the Head Teacher by March 22 (1985).

130012

SUFFOLK

COUNTY COUNCIL

STONHAM HIGH SCHOOL

Stonham Lane, Buntingford

Roll: 1100

Group 11 School

Head Teacher (Group 12) following the promotion of the holder to a Headship.

Applicants should have experience in the pastoral or academic field in a secondary school.

Relocation grants available in approved cases.

Further details and application forms (see page 58) from the Head Teacher by March 22 (1985).

130012

WILTSHIRE

ST. JOSEPH'S R.C.

St. Joseph's R.C., Swindon

Roll: 1100

Group 11 School

Head Teacher (Group 12) following the promotion of the holder to a Headship.

Applicants should have experience in the pastoral or academic field in a secondary school.

Relocation grants available in approved cases.

Further details and application forms (see page 58) from the Head Teacher by March 22 (1985).

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St. Joseph's R.C., Swindon

Roll: 1100

Group 11 School

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Applicants should have experience in the pastoral or academic field in a secondary school.

Relocation grants available in approved cases.

Further details and application forms (see page 58) from the Head Teacher by March 22 (1985).

130012

WILTSHIRE

SECONDARY ENGLISH

continued

BROMLEY

LONDON BOROUGH OF BROMLEY
RAMSDEN SCHOOL
 For Boys
 Clifframs Road, Orpington, Kent
 Tel: Orpington 31075
 Headmaster: Mr. B.C. O'Form Entry Comprehensive School for 12-18 year olds. The school is a well qualified graduate teacher in the English subject. The successful candidate will be required to teach English and Drama to 12-18 year olds and examination classes. The appointment will be for a full term. Scale 1.

The school is housed in modern buildings on a site shared with the Ramsden Sixth Form of 240 boys and girls. The school has a wide range of established G.C.E. 'A' level courses.

Application forms available from the Headmaster of the school (or by post to the Headmaster, 19th March 1985, 133422).

HERTFORDSHIRE

ALBAN HURST SCHOOL
 See advertisement under Independent Schools. Enquiries (40745) 133422

LONDON SE22

ALLEN'S GIRLS' SCHOOL
 Requires a part-time English teacher to teach independent sections for details 133422 (45355)

LONDON

WINDLETON HIGH SCHOOL
 G.D.S.T.
 Required for September 1985 a full-time assistant in the English Department (temporary appointment to cover maternity leave) to teach English to 12-18 year olds. The successful candidate will be required to teach English to 12-18 year olds and examination classes. The appointment will be for a full term. Scale 1.

Apply in writing to the Headmaster, Windleton High School, C.P.D. 10, Mansel Road, London SW15 4AA enclosing curriculum vitae and the names and addresses of two referees. (40448) 133422

NORTHAMPTONSHIRE

ROADS COMPREHENSIVE SCHOOL
 Stratford Road, Northampton NN7 2LP

Applications are invited for the post of teacher of English (Scale 1) for September 1985 at this co-educational comprehensive school. The school is housed in modern buildings and enjoys a pleasant rural setting. The successful candidate will be required to teach English to 12-18 year olds and examination classes. The appointment will be for a full term. Scale 1.

When requesting further details and application forms, candidates should provide details of their previous experience and references. Please send application forms to the Headmaster, R.C. 10, Stratford Road, Northampton NN7 2LP (40544)

LIVERPOOL EDUCATION DEPARTMENT

NEWLY QUALIFIED AND EXPERIENCED TEACHERS

C.D.T. HOME ECONOMICS
 CHEMISTRY MATHEMATICS
 COMMERCE MODERN LANGUAGES
 MUSIC
 ENGLISH PHYSICAL EDUCATION (GIRLS)
 PHYSICS

Applications are invited from newly qualified and experienced teachers to join the Authority in the establishment of sixteen new Community Comprehensive Schools (11-18) in September, 1985.

The new schools are part of an extensive reorganisation of county secondary school provision and complement the earlier reorganisation of the Roman Catholic secondary sector.

Each school has been specifically structured and will have the resources to cater for the widely differing needs of pupils drawn from its surrounding catchment area.

The Authority is fully committed to raising standards of achievement and maintaining and extending a broad and balanced curriculum for all pupils of whatever level of ability or cultural and ethnic background.

As a newly qualified teacher you will be joining some of the best qualified colleagues and mentors in the profession. If you are an experienced teacher you will enjoy working with other professionals in a challenging new area of the City's schools development. Above-scale posts will be available for suitably experienced applicants.

It is a challenge the Authority recognises by fully supporting its teaching staff with wide-ranging 'in-service' training programmes and a complete team of subject advisers, and by a commitment to the expansion and co-ordination of 16-19 education.

Application forms are available from (SAs) The Director of Education, TEACHING STAFF SECTION, 141 Thomas Street, Liverpool L1 9JB. Telephone: 051 226 6480.

They should be returned within TWO WEEKS from the date of the advertisement.

The City Council is an Equal Opportunity Employer and welcomes applications from people of all ethnic origins, race, sex, marital status or disability.

POWYS

COUNTY COUNCIL EDUCATION DEPARTMENT
 NEWTON HIGH SCHOOL
 (Tel: 0886-25504)
 Mixed Comprehensive 11-18 (1200 pupils)
 Required for 1st September 1985 a well qualified graduate teacher of English (or English/English/R.E.) Scale 1. (Ref: 937).
 Further details and application forms available from the Headmaster, Newton High School, Powys SY16 9JE. Applications should be returned by 19th March 1985, 133422

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
NEWFIELD SCHOOL
 Required for the Summer Term 1985 a well qualified teacher of English and Drama, Scale 1. Further details and application forms available from the Headmaster, Newfield School, 299 9JP, Sheffield (40535) 133422

SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
EDGEMOND HIGH SCHOOL
 West Wickham, Croydon, Surrey SM5 2GX
 (6 form entry, 11-18, approx. 1,050 on roll)

Required for the Summer Term 1985 a well qualified and enthusiastic teacher of English, to work closely with other members of a large well established department and to be the subject to GCE 'O' level. The successful candidate will be required to teach English to 12-18 year olds and examination classes. The appointment will be for a full term. Scale 1.

Apply in writing to the Headmaster, Edgmond High School, C.P.D. 10, Mansel Road, London SW15 4AA enclosing curriculum vitae and the names and addresses of two referees. (40448) 133422

NORTHAMPTONSHIRE

ROADS COMPREHENSIVE SCHOOL
 Stratford Road, Northampton NN7 2LP

Applications are invited for the post of teacher of English (Scale 1) for September 1985 at this co-educational comprehensive school. The school is housed in modern buildings and enjoys a pleasant rural setting. The successful candidate will be required to teach English to 12-18 year olds and examination classes. The appointment will be for a full term. Scale 1.

When requesting further details and application forms, candidates should provide details of their previous experience and references. Please send application forms to the Headmaster, R.C. 10, Stratford Road, Northampton NN7 2LP (40544)

EAST SUSSEX

UPLANDS COMMUNITY SCHOOLS
 Uplands, Wadhurst TN5 8BA
 (6 form entry, 11-18, approx. 1,050 on roll)

Required for the Summer Term 1985 a well qualified and enthusiastic teacher of English, to work closely with other members of a large well established department and to be the subject to GCE 'O' level. The successful candidate will be required to teach English to 12-18 year olds and examination classes. The appointment will be for a full term. Scale 1.

Apply in writing to the Headmaster, Uplands Community Schools, C.P.D. 10, Mansel Road, London SW15 4AA enclosing curriculum vitae and the names and addresses of two referees. (40448) 133422

RICHMOND

UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
 (An equal opportunities employer)

Required for the Summer Term 1985 a well qualified and enthusiastic teacher of English, to work closely with other members of a large well established department and to be the subject to GCE 'O' level. The successful candidate will be required to teach English to 12-18 year olds and examination classes. The appointment will be for a full term. Scale 1.

Apply in writing to the Headmaster, Uplands Community Schools, C.P.D. 10, Mansel Road, London SW15 4AA enclosing curriculum vitae and the names and addresses of two referees. (40448) 133422

When requesting further details and application forms, candidates should provide details of their previous experience and references. Please send application forms to the Headmaster, R.C. 10, Stratford Road, Northampton NN7 2LP (40544)

Apply in writing to the Headmaster, Uplands Community Schools, C.P.D. 10, Mansel Road, London SW15 4AA enclosing curriculum vitae and the names and addresses of two referees. (40448) 133422

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Apply in writing to the Headmaster, Uplands Community Schools, C.P.D. 10, Mansel Road, London SW15 4AA enclosing curriculum vitae and the names and addresses of two referees. (40448) 133422

HARINGEY

Progress with Humanity
SCHOOL OF ST DAVID AND ST KATHARINE
 11-18, mixed comprehensive, London N8
 Tel: 01-348 6292
 Headmaster: D.F. Caven, B.Sc.
 Church of England Voluntary Aided Mixed 11-18 Comprehensive School
 GEOGRAPHY, Scale 3
 Required for September 1985 a well qualified teacher of Geography, to teach to 12-18 year olds and examination classes. The appointment will be for a full term. Scale 3.

Apply in writing to the Headmaster, School of St David and St Katharine, 11-18, mixed comprehensive, London N8 (40535) 133422

WILTSHIRE

EDUCATION COMMITTEE
WOOTTON BASSETT SCHOOL
 Lillington, Wootton Bassett, Swindon SN4 7HT
 Tel: Swindon (0793) 825121

Temporary full-time teacher of Geography, Scale 1, required at this co-educational comprehensive school for 12-18 year olds. The successful candidate will be required to teach Geography to 12-18 year olds and examination classes. The appointment will be for a full term. Scale 1.

Apply in writing to the Headmaster, Wootton Bassett School, Lillington, Wootton Bassett, Swindon SN4 7HT (40535) 133422

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When requesting further details and application forms, candidates should provide details of their previous experience and references. Please send application forms to the Headmaster, R.C. 10, Stratford Road, Northampton NN7 2LP (40544)

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WILTSHIRE

EDUCATION COMMITTEE<

1980

HAMPSHIRE
BRIGHTON HILL SCHOOL
Brighton Way, Basingstoke,
Hants.
11 - 16 Mixed Comprehensive
Community School
Required for September
1985 Teacher of Physics
(Scale 3).
Second in Science Department,
responsible for all
Physics and to share assigned
teaching across the ability
range.
S.A.E. for job description/
application form. Telephone
0252 50604. Basing
stake 50604. (88579) 13489

**LEICESTERSHIRE
COUNTY COUNCIL**

Station Road, Wigston
Magna, Leicester LE18 2DA
(14 - 18 Upper School)
ROLL 1444
PHYSICS - SCALE 2
Required August to
teach Physics in this
Leicestershire plan 14 - 18
Upper School and Com-

**NORTH YORKSHIRE
COUNTY COUNCIL
EASINGWOLD SCHOOL
York Road, Easingwold,
York YO6 3EF
11 - 18 Comprehensive
Required for September 1988
a teacher of CHEMISTRY**

Application forms and further details (s.a.e. please) available from the Headmaster at the school. (40289) 1348

SURREY

TEACHER
 Seo under 'Secondary, Sci-
 ce, Scale I' (29445) 1344

EDUCATION COMMITTEE

Primary Education - Scale 2
An experienced teacher is required to be
able to provide the support for those pupils in
the school. This post would involve

on of successful candidates time normal class teaching. Applicants whose subjects they are able to show interest in extra-curricular education would be desirable. This January, 1985.

details from the Headmaster on

- Scale 2
1985; a teacher of Commercial
ural school in delightful North
high and a person of proven
vigour is required to full this
d by retirement.
Details from the Headteacher on

3HF: Group No. 4
responsibility for reading and
and boys' Games. The post is
ber, 1985.
District Education Office,
on, Penzance, Cornwall, TR18 4JJ.

Cornwall

KENT

Blackbrook Lane, Bickley,
Bromley BR1 2TW

Required for September

CHEADLE HULME SCHOOL
HMC : Co-Educational : Sixth
Form 260 : Part Boarding
Resident for September 2000

LONDON
MEMORAH GRAMMAR

ST. MARK'S GRAMMAR SCHOOL
Beeley Gardens, London
NW11 9DG
Geography teachers needed to
join small, friendly staff.
Must be able to offer other
subjects. Available September.
ber. Scale 1 - 4 depending on
applicant.
Applications in writing
with CV. (29706) 18262

MARLBOROUGH
MARLBOROUGH
COLLEGE
Wiltshire
(750 boys aged 13 - 18;

Wanted for September 1985 a graduate to teach Geography. Some A level work available. Skill as games coach important hockey, swimming or tennis particularly helpful. Accommodation available. Salary above Burnham.

riculum vitae and the
name, address and prefer-
ably telephone number of
two referees) and en-
quiries to The Master,
Marlborough College,
Wiltshire SN8 1PA, Tel
0672 32140. 182624
(40748)

OXFORD
RYE ST ANTHONY SCHOOL
Oxford
Independent Boarding and
Day School for Girls
Required in September qua-
lified teacher of GEOGRAPHY
throughout the School
assist with English, Religion,
Education or P.E. scale

R.C. resident preferred.
Apply with c.v. and names
and addresses of two referees
to the Headmistress, Rye &
Antony School, Pullen
Lane, Headington Hill, Ox-
ford OX3 0BY.
(34184) 18062

FLOORS' SCHOOL
Hilsea HA6 2HT

thwood 21850
ber a teacher of
ECHNOLOGY
acher of

GEOGRAPHY

has always by stat-
s of all nations and
s appointment may
Headmaster

(12312)

MERCHANT TAYLORS' SCHOOL
Northwood, Middlesex HA6 2HT
Telephone: Northwood 21850

require for September a teacher of

DESIGN & TECHNOLOGY
and a teacher of

ECONOMICS & GEOGRAPHY

Teaching available to the highest level.
Ideal candidates will want to play a full
part in the life of the School – a Christian
foundation that has always by statute
"admitted pupils of all nations and
countries".

**Further details of this appointment may
be obtained from the Headmaster.**

(12312)

INDEPENDENT EDUCATION

continued

History

Heads of Department

ISLE OF MAN
KING WILLIAM'S COLLEGE
Isle of Man, Douglas, V.I.
Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Isle of Man Education Department. Applications should be sent to the Headmaster, King William's College, Isle of Man, Douglas, V.I. (1985).

Other Assistants

CROYDON

WHITFIELD SCHOOL
Croydon
(HMC 850 Boys)

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Croydon Education Department. Applications should be sent to the Headmaster, Whitfield School, Croydon, Surrey. (1985).

Salary on Whitfield Scale 1 or 2 (currently 7% above Burnham) according to experience. Possibility of accommodation and up to £500 assistance with removal expenses.

Apply to the Headmaster, Whitfield School, Croydon, Surrey, enclosing curriculum vitae and names and addresses of two referees. (1985).

GLOUCESTER
Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Gloucester Education Department. Applications should be sent to the Headmaster, Gloucester School, Gloucester. (1985).

GLOUCESTERSHIRE

RENDON COLLEGE
(HMC Boarding 600 pupils, Sixth Form 150, a third of whom are girls)

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Gloucestershire Education Department. Applications should be sent to the Headmaster, Rendon College, Gloucestershire. (1985).

Applications by letter with curriculum vitae and names and addresses of two referees to the Headmaster, Rendon College, Gloucestershire. (1985).

LOUGHBOROUGH GRAMMAR SCHOOL

H.M.C. INDEPENDENT

820 BOYS (11-18); 220 IN SIXTH FORM
DAY AND BOARDING
HISTORIAN

To contribute to a large and successful department. Whilst this post would suit a first time applicant, the previous holder has been appointed to a Headship. Teaching at all levels up to Sixth Form is available. Willingness to help with out of school activities an advantage.

SALARY-BURNHAM PLUS

Applicants should write, enclosing curriculum vitae and the names of two referees to The Headmaster, Loughborough Grammar School, 6 Burton Walks, Loughborough, Leics. LE11 2DU. From whom further details may be obtained. Closing date 18th March, 1985.

GUILDFORD

GUILDFORD HIGH SCHOOL
London Road, Guildford, Surrey GU1 1JH
(Church Schools Company Ltd.)

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Guildford Education Department. Applications should be sent to the Headmaster, Guildford High School, Guildford, Surrey. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Guildford High School, Guildford, Surrey. (1985).

ISLE OF MAN

KING WILLIAM'S COLLEGE
Isle of Man, Douglas, V.I.

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Isle of Man Education Department. Applications should be sent to the Headmaster, King William's College, Isle of Man, Douglas, V.I. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, King William's College, Isle of Man, Douglas, V.I. (1985).

KENT

SEVENOAKS SCHOOL
A co-educational boarding school for 600 pupils (including a Sixth Form of 400)

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Sevenoaks Education Department. Applications should be sent to the Headmaster, Sevenoaks School, Sevenoaks, Kent. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Sevenoaks School, Sevenoaks, Kent. (1985).

LONDON

DULWICH COLLEGE
London SW20 7LN

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Dulwich Education Department. Applications should be sent to the Headmaster, Dulwich College, London. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Dulwich College, London. (1985).

SURREY

THE ROYAL NAVAL COLLEGE
Hastings, Surrey GU27 1HQ

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Royal Naval College Education Department. Applications should be sent to the Headmaster, The Royal Naval College, Hastings, Surrey. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, The Royal Naval College, Hastings, Surrey. (1985).

YORK

BOOTHAM SCHOOL
York YO1 1PE

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Bootham Education Department. Applications should be sent to the Headmaster, Bootham School, York. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Bootham School, York. (1985).

LONDON

ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6
Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the St. Paul's Education Department. Applications should be sent to the Headmaster, St. Paul's Girls' School, London. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, St. Paul's Girls' School, London. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, St. Paul's Girls' School, London. (1985).

NEWCASTLE UPON TYNE

DAME ALLAN'S BOYS' SCHOOL
H.M.C. Independent (ex-Directorate) Boarding

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Newcastle Education Department. Applications should be sent to the Headmaster, Dame Allan's Boys' School, Newcastle. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Dame Allan's Boys' School, Newcastle. (1985).

RUTLAND

OAKHAM SCHOOL
H.M.C. Independent Co-Boarding

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Rutland Education Department. Applications should be sent to the Headmaster, Oakham School, Rutland. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Oakham School, Rutland. (1985).

SURREY

BRIGATE GRAMMAR SCHOOL
London Road, Reigate, RH2 0GS

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Surrey Education Department. Applications should be sent to the Headmaster, Brigade Grammar School, Reigate, Surrey. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Brigade Grammar School, Reigate, Surrey. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Brigade Grammar School, Reigate, Surrey. (1985).

SURREY

THE ROYAL NAVAL COLLEGE
Hastings, Surrey GU27 1HQ

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Royal Naval College Education Department. Applications should be sent to the Headmaster, The Royal Naval College, Hastings, Surrey. (1985).

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Home Economics

Other Assistants

KENT

BENEDICT SCHOOL
Cranbrook, Kent TN17 4AA

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Benedict Education Department. Applications should be sent to the Headmaster, Benedict School, Cranbrook, Kent. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Benedict School, Cranbrook, Kent. (1985).

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Apply with curriculum vitae and names of two referees to the Headmaster, Dame Allan's Boys' School, Newcastle. (1985).

Mathematics

Heads of Department

CHESHIRE

ASBURY COLLEGE
Asbury, Cheshire SK10 3JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Cheshire Education Department. Applications should be sent to the Headmaster, Asbury College, Asbury, Cheshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Asbury College, Asbury, Cheshire. (1985).

HAMPSHIRE

ANDSWORTH COLLEGE
Andsworth, Hampshire RG26 2JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Hampshire Education Department. Applications should be sent to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

BERKSHIRE

SEARWOOD COLLEGE
Searwood, Berkshire RG26 2JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Berkshire Education Department. Applications should be sent to the Headmaster, Searwood College, Searwood, Berkshire. (1985).

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Apply with curriculum vitae and names of two referees to the Headmaster, Searwood College, Searwood, Berkshire. (1985).

DEVON

ST. MARGARET'S SCHOOL
St. Margaret's, Devon PL1 1JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Devon Education Department. Applications should be sent to the Headmaster, St. Margaret's School, St. Margaret's, Devon. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, St. Margaret's School, St. Margaret's, Devon. (1985).

HULL

HYMERS COLLEGE
Hull HU1 1JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Hull Education Department. Applications should be sent to the Headmaster, Hymers College, Hull. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Hymers College, Hull. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Hymers College, Hull. (1985).

GLASGOW

GLASGOW ACADEMY
Glasgow G2 7JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Glasgow Education Department. Applications should be sent to the Headmaster, Glasgow Academy, Glasgow. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Glasgow Academy, Glasgow. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Glasgow Academy, Glasgow. (1985).

HAMPSHIRE

ANDSWORTH COLLEGE
Andsworth, Hampshire RG26 2JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Hampshire Education Department. Applications should be sent to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

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Apply with curriculum vitae and names of two referees to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

HAMPSHIRE

ANDSWORTH COLLEGE
Andsworth, Hampshire RG26 2JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Hampshire Education Department. Applications should be sent to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

HERTFORDSHIRE

ST. ALBANS SCHOOL
St. Albans, Hertfordshire AL1 1JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Hertfordshire Education Department. Applications should be sent to the Headmaster, St. Albans School, St. Albans, Hertfordshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, St. Albans School, St. Albans, Hertfordshire. (1985).

HULL

HYMERS COLLEGE
Hull HU1 1JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Hull Education Department. Applications should be sent to the Headmaster, Hymers College, Hull. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Hymers College, Hull. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Hymers College, Hull. (1985).

GLASGOW

GLASGOW ACADEMY
Glasgow G2 7JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Glasgow Education Department. Applications should be sent to the Headmaster, Glasgow Academy, Glasgow. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Glasgow Academy, Glasgow. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Glasgow Academy, Glasgow. (1985).

HAMPSHIRE

ANDSWORTH COLLEGE
Andsworth, Hampshire RG26 2JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Hampshire Education Department. Applications should be sent to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

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HAMPSHIRE

ANDSWORTH COLLEGE
Andsworth, Hampshire RG26 2JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Hampshire Education Department. Applications should be sent to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

INDEPENDENT EDUCATION

continued

History

Heads of Department

ISLE OF MAN
KING WILLIAM'S COLLEGE
Isle of Man, Douglas, V.I.
Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Isle of Man Education Department. Applications should be sent to the Headmaster, King William's College, Isle of Man, Douglas, V.I. (1985).

Other Assistants

CROYDON

WHITFIELD SCHOOL
Croydon
(HMC 850 Boys)

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Croydon Education Department. Applications should be sent to the Headmaster, Whitfield School, Croydon, Surrey. (1985).

Salary on Whitfield Scale 1 or 2 (currently 7% above Burnham) according to experience. Possibility of accommodation and up to £500 assistance with removal expenses.

Apply to the Headmaster, Whitfield School, Croydon, Surrey, enclosing curriculum vitae and names and addresses of two referees. (1985).

GLOUCESTER
Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Gloucester Education Department. Applications should be sent to the Headmaster, Gloucester School, Gloucester. (1985).

GLOUCESTERSHIRE

RENDON COLLEGE
(HMC Boarding 600 pupils, Sixth Form 150, a third of whom are girls)

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Gloucestershire Education Department. Applications should be sent to the Headmaster, Rendon College, Gloucestershire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Rendon College, Gloucestershire. (1985).

SURREY

THE ROYAL NAVAL COLLEGE
Hastings, Surrey GU27 1HQ

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Royal Naval College Education Department. Applications should be sent to the Headmaster, The Royal Naval College, Hastings, Surrey. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, The Royal Naval College, Hastings, Surrey. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, The Royal Naval College, Hastings, Surrey. (1985).

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Apply with curriculum vitae and names of two referees to the Headmaster, The Royal Naval College, Hastings, Surrey. (1985).

NOTTINGHAMSHIRE

WORKSOP COLLEGE
(H.M.C. Boarding School)

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Nottinghamshire Education Department. Applications should be sent to the Headmaster, Worksop College, Worksop, Nottinghamshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Worksop College, Worksop, Nottinghamshire. (1985).

HULL

HYMERS COLLEGE
Hull HU1 1JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Hull Education Department. Applications should be sent to the Headmaster, Hymers College, Hull. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Hymers College, Hull. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Hymers College, Hull. (1985).

GLASGOW

GLASGOW ACADEMY
Glasgow G2 7JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Glasgow Education Department. Applications should be sent to the Headmaster, Glasgow Academy, Glasgow. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Glasgow Academy, Glasgow. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Glasgow Academy, Glasgow. (1985).

HAMPSHIRE

ANDSWORTH COLLEGE
Andsworth, Hampshire RG26 2JH

Required for September 1985. A well-qualified teacher for the sixth form. Salary and conditions of service as per the Hampshire Education Department. Applications should be sent to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

Apply with curriculum vitae and names of two referees to the Headmaster, Andsworth College, Andsworth, Hampshire. (1985).

Apply with curriculum

INDEPENDENT EDUCATION

continued

DEVON

STOVER SCHOOL
Newton Abbot
Girls Public School.

Required for September 1985. Energetic housemistress to take charge of boarding houses (11-13 years) of fifty girls. Willingness to participate in weekend activities during the year.

The post could be teaching or non-teaching and accommodation is available throughout the year.

Salary according to experience and qualifications.

Apply in writing to the Headmistress. 184024

KENT

FARRINGTONS SCHOOL
Chislehurst, Kent

Housemistress required for September 1985 to take charge of a boarding house of 4-12 year olds. Previous experience preferred but not essential. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

A mature and lively person who can relate well to this group looked for. 184024

NORTH YORKSHIRE

HARROGATE COLLEGE
Independent Public School for Girls

(440 girls, mainly 11-18)

Required for May or September 1985. Resident Housemistress to take charge of a boarding house of 25 girls, aged 10-17. Teaching or non-teaching. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Harrogate College, Harrogate, North Yorkshire. Enquiries should be sent to the Headmistress. 184024

NOTTINGHAMSHIRE

NOTTINGHAM COLLEGE
(10-18 years)

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Nottingham College, Nottingham. Enquiries should be sent to the Headmistress. 184024

OXFORDSHIRE

CARMEL COLLEGE
Oxford

Required for September 1985. Housemistress to take charge of a boarding house of 25 girls, aged 10-17. Teaching or non-teaching. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Carmel College, Oxford. Enquiries should be sent to the Headmistress. 184024

SHROPSHIRE

ADCOCK SCHOOL
Little Ness, Shrewsbury SY4 3JY. 0399 260802

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Adcock School, Little Ness, Shrewsbury. Enquiries should be sent to the Headmistress. 184024

SURREY

THE ROYAL NAVAL SCHOOL
Hove, Surrey GU7 1HQ

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, The Royal Naval School, Hove, Surrey. Enquiries should be sent to the Headmistress. 184024

WEST SUSSEX

BURGESS HILL SCHOOL
Burgess Hill, Sussex

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Burgess Hill School, Burgess Hill, Sussex. Enquiries should be sent to the Headmistress. 184024

Physical Education

Heads of Department

KENT

BROMLEY HIGH SCHOOL
Blackbrook Lane, Bickley, Bromley BR1 2TW

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Bromley High School, Blackbrook Lane, Bickley, Bromley. Enquiries should be sent to the Headmistress. 184024

Other Assistants

BERKSHIRE

LUCKLEY OAKFIELD SCHOOL
Luckley, Berkshire

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Luckley Oakfield School, Luckley, Berkshire. Enquiries should be sent to the Headmistress. 184024

BRISTOL

BRISTOL CATHEDRAL SCHOOL
College Square, Bristol BS1 5TB

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Bristol Cathedral School, College Square, Bristol. Enquiries should be sent to the Headmistress. 184024

ESSEX

LOUGHTON SCHOOL
Loughton, Essex

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Loughton School, Loughton, Essex. Enquiries should be sent to the Headmistress. 184024

Religious Education

Heads of Department

BERKSHIRE

DOWN HOUSE
Cold Ash, Wokingham, Berkshire

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Down House, Cold Ash, Wokingham, Berkshire. Enquiries should be sent to the Headmistress. 184024

ALL HALLOWS SCHOOL
Shepton Mallet, Somerset

(200 on roll: 6-14 years)

Co-educational (boarding and day)

HEAD OF RELIGIOUS EDUCATION

Catholic graduate required in September 1985 for this challenging appointment. Sympathy with ecumenical spirit of the school essential. Resident or non-resident. Burnham Scale. Apply Headmaster in writing with contact telephone number, enclosing curriculum vitae and names, addresses and telephone numbers of three referees.

MERREYSIDE

ST ANSLIM'S COLLEGE
Independent (H.M.C.) RC School

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, St Anselm's College, Merseyside. Enquiries should be sent to the Headmistress. 184024

Science

Heads of Department

HAMPSHIRE

LONG WANDSWORTH SCHOOL
Long Wands, Hampshire

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Long Wands, Hampshire. Enquiries should be sent to the Headmistress. 184024

Other Assistants

BATH

BATH HIGH SCHOOL
Bath, Somerset

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Bath High School, Bath, Somerset. Enquiries should be sent to the Headmistress. 184024

BLUNDELL'S SCHOOL

H.M.C. 450 pupils 13-18

40 girls in Vith Form

requires a

BIOLOGIST

to teach at all levels of the School, following a promotion to Head of Department. Ability to teach Chemistry could be an advantage. Applications are invited from suitably qualified teachers who would wish to contribute to the development of Field Work (the School has a centre on Dartmoor) and to the full life of a boarding school, whether through sport, adventure training, music or any other interest.

Early applications are requested. Letters of application, with full C.V. and the names and telephone numbers of two referees, should be sent to the Headmaster, Blundell's School, Tipton, Devon EX16 4DN. Interested parties are invited to ring the Headmaster on 0884-252543 if they wish to discuss the post.

ALDENHAM SCHOOL

BIOLOGIST

A well qualified graduate is required from 1985 to share in the work of a small department. Teaching to O and A level in both Biology and Social Biology is required and the School currently uses the Nuffield syllabus to O level. The position of Head of Department could be available for the right person.

Aldenhams is a boys boarding school with a mixed 6th form conveniently situated in the Green Belt. The candidate will be expected to play a full part in the life of the school, including Housemaster duties, with activities such as the CCF or Duke of Edinburgh Award Scheme. Single accommodation is available in the School and the School has its own salary scale - above Burnham.

Requests for further details, accompanied by a C.V. and the names and addresses of 2 referees, should be sent to the Headmaster, Aldenhams School, Hertfordshire. WD6 3AJ.

QUEEN ELIZABETH GRAMMAR SCHOOL

WAKEFIELD WF1 3QY

H.M.C. INDEPENDENT

(700 BOYS - 180 IN SIXTH FORMS)

PHYSICIST

Required for September 1985 an enthusiastic and well qualified PHYSICIST to teach at all levels up to Oxford and Cambridge entrance.

The vacancy arises, owing to the appointment of the present holder of the post to be Head of Physics in an H.M.C. School (the second to be so appointed during the last month from a department of six).

We would prefer someone with experience and a salary up to BURNHAM SCALE 3 is available for a suitable candidate.

Applications with curriculum vitae, and names, addresses and telephone numbers of two referees, should be sent to the Headmaster from whom further information is available.

The closing date for applications is Tuesday 19 March 1985.

BERKSHIRE

WELLINGTON COLLEGE
Wokingham, Berkshire

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Wellington College, Wokingham, Berkshire. Enquiries should be sent to the Headmistress. 184024

CAMBRIDGE

ST MARY'S SCHOOL
Hinton, Cambridgeshire

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, St Mary's School, Hinton, Cambridgeshire. Enquiries should be sent to the Headmistress. 184024

GLoucestershire

DEAN CLOSE SCHOOL
H.M.C. 450 pupils 13-18

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Dean Close School, Gloucestershire. Enquiries should be sent to the Headmistress. 184024

GLoucestershire

CHELTENHAM LADIES' COLLEGE

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Cheltenham Ladies' College, Gloucestershire. Enquiries should be sent to the Headmistress. 184024

LIVERPOOL

ST EDWARD'S COLLEGE
Sandfield Park, Liverpool

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, St Edward's College, Sandfield Park, Liverpool. Enquiries should be sent to the Headmistress. 184024

CORNWALL

TRURO SCHOOL
Truro, Cornwall

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Truro School, Truro, Cornwall. Enquiries should be sent to the Headmistress. 184024

GREATER LONDON

THE INTERNATIONAL SCHOOL OF LONDON
Greenwich, London

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, The International School of London, Greenwich, London. Enquiries should be sent to the Headmistress. 184024

HERTFORDSHIRE

THE HARRISDALE SCHOOL
Harris, Hertfordshire

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, The Harrisdale School, Harris, Hertfordshire. Enquiries should be sent to the Headmistress. 184024

LONDON

QUEEN'S COLLEGE
25-27 Harley Street, W1

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Queen's College, 25-27 Harley Street, W1. Enquiries should be sent to the Headmistress. 184024

LONDON

LATYMER UPPER SCHOOL
Kings School, London W6

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Latymer Upper School, Kings School, London. Enquiries should be sent to the Headmistress. 184024

ISLE OF MAN

KING WILLIAM'S COLLEGE
Douglas, Isle of Man

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, King William's College, Douglas, Isle of Man. Enquiries should be sent to the Headmistress. 184024

MIDDLESEX

THE LADY ELLENOR SCHOOL
Hendon, Middlesex

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, The Lady Ellenor School, Hendon, Middlesex. Enquiries should be sent to the Headmistress. 184024

MIDDLESEX

ST. HELEN'S SCHOOL
Northwood, Middlesex

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, St. Helen's School, Northwood, Middlesex. Enquiries should be sent to the Headmistress. 184024

MIDDLESEX

ST. JOSEPH'S COLLEGE
Northwood, Middlesex

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, St. Joseph's College, Northwood, Middlesex. Enquiries should be sent to the Headmistress. 184024

MIDDLESEX

ST. JOSEPH'S COLLEGE
Northwood, Middlesex

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, St. Joseph's College, Northwood, Middlesex. Enquiries should be sent to the Headmistress. 184024

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Northwood, Middlesex

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, St. Joseph's College, Northwood, Middlesex. Enquiries should be sent to the Headmistress. 184024

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Northwood, Middlesex

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Further details of the post may be obtained from the Headmistress, St. Joseph's College, Northwood, Middlesex. Enquiries should be sent to the Headmistress. 184024

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Further details of the post may be obtained from the Headmistress, St. Joseph's College, Northwood, Middlesex. Enquiries should be sent to the Headmistress. 184024

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Further details of the post may be obtained from the Headmistress, St. Joseph's College, Northwood, Middlesex. Enquiries should be sent to the Headmistress. 184024

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Northwood, Middlesex

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Further details of the post may be obtained from the Headmistress, St. Joseph's College, Northwood, Middlesex. Enquiries should be sent to the Headmistress. 184024

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ST. JOSEPH'S COLLEGE
Northwood, Middlesex

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, St. Joseph's College, Northwood, Middlesex. Enquiries should be sent to the Headmistress. 184024

INDEPENDENT EDUCATION

continued

GLoucestershire

DEAN CLOSE SCHOOL
H.M.C. 450 pupils 13-18

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Dean Close School, Gloucestershire. Enquiries should be sent to the Headmistress. 184024

GLoucestershire

CHELTENHAM LADIES' COLLEGE

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Cheltenham Ladies' College, Gloucestershire. Enquiries should be sent to the Headmistress. 184024

LIVERPOOL

ST EDWARD'S COLLEGE
Sandfield Park, Liverpool

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, St Edward's College, Sandfield Park, Liverpool. Enquiries should be sent to the Headmistress. 184024

CORNWALL

TRURO SCHOOL
Truro, Cornwall

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Truro School, Truro, Cornwall. Enquiries should be sent to the Headmistress. 184024

GREATER LONDON

THE INTERNATIONAL SCHOOL OF LONDON
Greenwich, London

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, The International School of London, Greenwich, London. Enquiries should be sent to the Headmistress. 184024

HERTFORDSHIRE

THE HARRISDALE SCHOOL
Harris, Hertfordshire

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, The Harrisdale School, Harris, Hertfordshire. Enquiries should be sent to the Headmistress. 184024

LONDON

QUEEN'S COLLEGE
25-27 Harley Street, W1

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Queen's College, 25-27 Harley Street, W1. Enquiries should be sent to the Headmistress. 184024

LONDON

LATYMER UPPER SCHOOL
Kings School, London W6

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, Latymer Upper School, Kings School, London. Enquiries should be sent to the Headmistress. 184024

ISLE OF MAN

KING WILLIAM'S COLLEGE
Douglas, Isle of Man

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, King William's College, Douglas, Isle of Man. Enquiries should be sent to the Headmistress. 184024

MIDDLESEX

THE LADY ELLENOR SCHOOL
Hendon, Middlesex

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, The Lady Ellenor School, Hendon, Middlesex. Enquiries should be sent to the Headmistress. 184024

MIDDLESEX

ST. HELEN'S SCHOOL
Northwood, Middlesex

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, St. Helen's School, Northwood, Middlesex. Enquiries should be sent to the Headmistress. 184024

MIDDLESEX

ST. JOSEPH'S COLLEGE
Northwood, Middlesex

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, St. Joseph's College, Northwood, Middlesex. Enquiries should be sent to the Headmistress. 184024

MIDDLESEX

ST. JOSEPH'S COLLEGE
Northwood, Middlesex

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, St. Joseph's College, Northwood, Middlesex. Enquiries should be sent to the Headmistress. 184024

MIDDLESEX

ST. JOSEPH'S COLLEGE
Northwood, Middlesex

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, St. Joseph's College, Northwood, Middlesex. Enquiries should be sent to the Headmistress. 184024

MIDDLESEX

ST. JOSEPH'S COLLEGE
Northwood, Middlesex

Required for September 1985. A qualified teacher to assist the Headmistress in the running of the boarding houses. The post involves a full-time commitment. Salary negotiable. A suitable flat may be used all year round. Two consecutive days off per week.

Further details of the post may be obtained from the Headmistress, St. Joseph's College, Northwood, Middlesex. Enquiries should be sent to the Headmistress. 184024

MIDDLESEX

ST. JOSEPH'S COLLEGE
Northwood, Middlesex

Required for September 1985. A qualified teacher to assist the Head

COLLEGES OF FURTHER EDUCATION

continued

DERBY

DERBY COLLEGE OF FURTHER EDUCATION
In association with
H.M. PRISON, SUDBURY

LECTURER GRADE I IN COMMUNICATION AND GENERAL STUDIES

Required as soon as possible to assume responsibility for communications teaching on BTEC continuing education units and social and life skills courses.

Further details and application forms from the Chief Administrative Officer, Derby College of Further Education, Wellington, Derby DE2 8UD. Closing date: 29th March 1985.

Derbyshire County Council is an equal opportunity employer. 220026 (22011)

Somerset County Council

SOMERSET COLLEGE OF ARTS AND TECHNOLOGY

Applications are invited for the following posts to be filled as from 1 September 1985.

DEPARTMENT OF ART AND DESIGN

1 Principal Lecturer in Graphic Design

A new post combining the duties of Course Tutor for the BTEC Higher National Diploma in Graphic Design with those of a Director of Studies for Graphic Design throughout the Department. The post calls for substantial teaching experience as well as academic and professional leadership and management of a high order, co-ordinating the work of staff at all levels and across a range of related studies involving other specialist departments in the College.

2 Senior Lecturer in Textile and Surface Pattern Design

A new post primarily supporting the Course Tutor in the management and teaching of the BTEC Higher National Diploma in Textile and Surface Design.

Applicants should have specialised in printed textiles in the past and/or in surface pattern design and have experience in design and production as well as in the management of staff.

The post calls for proven educational management and administrative skills, teaching experience and the knowledge and initiative to develop industrial contacts, students' work experience and the development of new technology.

3 Lecturer II in Art and Design History

A new post supporting the Senior Lecturer in the management and execution of the programme of art and design history throughout the Department and the College.

The courses currently offered in the Department are BTEC HND in Graphic Design, HND in Textile and Surface Pattern Design, National Diploma in General Art and Design and National Certificate in Design for Clothing Manufacture.

The history of art and design is taught in a wide cultural and social context and is closely integrated with the studio work.

Applicants must hold an appropriate academic qualification and have teaching experience in the formal lecture situation as well as in seminars and tutorials.

DEPARTMENT OF BUILDING AND SURVEYING

4 Head of Department of Building and Surveying (Grade II)

Applicants must have had commercial/industrial experience and hold a degree and/or appropriate professional qualifications. Experience in further education is essential with particular reference to development of courses up to BTEC Higher National level as well as knowledge of YTS, OITB courses and other aspects of "the new FE".

DEPARTMENT OF HUMANITIES AND SCIENCE

5 Lecturer II in Humanities

This post is for a person to teach primarily on GCE and GCSE courses in Humanities subjects such as General and European Studies within the pre-vocational curriculum and to contribute to the development of College CPVE courses.

Applicants must have graduate or equivalent qualifications, preferably with qualified teacher status and relevant teaching experience. Commercial or industrial experience will be desirable.

A commitment to, and enthusiasm for, current curriculum developments for post-16 students are essential.

Further particulars and application form from Chief Administrative Officer, Somerset College of Arts and Technology, Wellington Road, Taunton, Somerset TA1 5AX.

SAE please; Closing date 22 March 1985. (22026)

HARROW

LONDON BOROUGH OF COLLEGE HARROW

DEPARTMENT OF PREPARATION & WORK SKILLS

LECTURER II - CO-ORDINATOR FOR YTS CORE 8.3.1.5

Required as soon as possible as a Lecturer Grade II as Co-ordinator for YTS Core Skills. Experience of basic computing and information technology is needed.

Salary as per FE Harrow Community Scales for a Lecturer II: £17,548 - £12,099 per annum plus Outer London Allowance.

Application forms and further details are available from the Principal's Secretary, Harrow College of Further Education, Usbridge Road, Harrow, Middlesex HA1 1AA. Tel: 01-483 0121. To whom they should be returned by 22nd March 1985.

HARROW IS AN EQUAL OPPORTUNITIES EMPLOYER. 220026 (40339)

HAMPSHIRE

BASINGSTOKE TECHNICAL COLLEGE

LECTURER GRADE I IN FOOD AND PRODUCTION

To teach full-time and part-time courses in Food and Production. Salary scale £10,455 - £15,877. Applications and further particulars available from the Principal, Basingstoke Technical College, Basingstoke, Hampshire RG24 0AB. Closing date 19th March 1985. 220026

HERTFORDSHIRE

WATFORD COLLEGE

PACKAGING AND PRINTING

Applications are invited for the following posts from 1 September 1985:

1 LECTURER GRADE I IN PUBLISHING

Candidates should have qualifications and experience in publishing, printing, design, and knowledge of the marketing, sales and administrative aspects of publishing would be particularly useful.

The courses in this Department range from B.Sc. to BTEC and City & Guilds.

Salary in accordance with Herts. Scales: £17,548 - £12,099 p.a. plus £258 p.a. Fringe Allowance.

Further details and application forms available from the Chief Administrative Officer, Watford College, Hemmatts Road, Watford, Herts. WD1 3ZZ. (Tel: 0454 4131, Ext. 220026) (59075)

KIRKLEES

METROPOLITAN COUNCIL

LECTURER GRADE I - COMPUTING

Required to commence 1st Sept. 1985, to contribute to the teaching, organisation and development of BTEC City & Guilds and RSA Computing courses. The post will also involve the supervision of students with individual special needs.

Salary: £10,455 - £15,877 p.a. Incremental credit within this scale may be given for approved qualifications and teaching or industrial experience.

Application forms and further particulars from the Principal, Watford College, Hemmatts Road, Watford, Herts. WD1 3ZZ. (Tel: 0454 4131, Ext. 220026) (59075)

NORFOLK

GREAT YARMOUTH COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I IN ELECTRICAL ENGINEERING

Required to commence 1st September 1985, to contribute to the teaching, organisation and development of BTEC HND in Graphic Design, HND in Textile and Surface Pattern Design, National Diploma in General Art and Design and National Certificate in Design for Clothing Manufacture.

The history of art and design is taught in a wide cultural and social context and is closely integrated with the studio work.

Applicants must hold an appropriate academic qualification and have teaching experience in the formal lecture situation as well as in seminars and tutorials.

Further particulars and application form from Chief Administrative Officer, Somerset College of Arts and Technology, Wellington Road, Taunton, Somerset TA1 5AX.

SAE please; Closing date 22 March 1985. (22026)

SURREY EDUCATION COMMITTEE

GUILDFORD COUNTY COLLEGE OF TECHNOLOGY

LECTURER GRADE I IN SOCIAL WORK STUDIES

Required for 1 September 1985

Three Lecturers Grade I

to join an established section dealing with students with special needs.

Lecturers with experience of working with these young people, and with specialisation in Home Economics, Accommodation, General Craft, Studies or Health Education, are invited to apply.

Salary: £10,455 - £15,877 p.a. plus £258 p.a. Fringe Allowance (Salary under review from 1 April 1985)

General relocation expenses available in accordance with County Council's scheme.

Application forms and further details from Principal (SAE requested). Closing Date - Monday 25 March 1985. (22026)

NORFOLK

NORFOLK COLLEGE OF ARTS AND TECHNOLOGY

LECTURER GRADE II IN PLUMBING AND HEATING

Required for September 1985

To teach mainly on City and Guilds Plumbing and Heating courses, and to be responsible for the co-ordination of Plumbing and Heating courses and facilities.

Salary Scale £7,548 - £12,099 per annum (Current Burham Scale).

Application forms and details obtainable from the Chief Administrative Officer at the College, Tennys Avenue, King's Lynn, Norfolk, on receipt of request with 220026 (29035)

NOTTINGHAMSHIRE COUNTY COUNCIL

CLARENDON COLLEGE OF FURTHER EDUCATION

LECTURER GRADE II IN DRAMA

Required for 1st September 1985.

For full advertisement please apply to the Secretary, Education Speech and Drama Section.

Closing date 32nd March 1985. 220026 (40277)

OLDHAM

OLDHAM COLLEGE OF TECHNOLOGY

LECTURER GRADE I IN BUSINESS STUDIES

Required for 1st September 1985.

Principal Lecturer

84/4 Business Studies and Information Technology.

85/5 Manufacturing Technology for CAM/CNC.

85/6 Electronic Engineering (Digital Communications).

LECTURER GRADE II / SENIOR LECTURER

85/7 Control Engineering Robotics.

85/8 Teacher Training and Staff Development.

LECTURER GRADE II

85/9 Physics (GCE A Level etc.).

85/10 General Building (for Technicians Courses).

85/11 Production Engineering (Qualifications, Experience in C&E necessary).

85/12 Theatre Studies, Drama, Speech.

LECTURER GRADE I

85/13 Business Studies (A Level).

85/14 Electronic Engineering (Qualifications, Experience in C&E necessary).

85/15 Electrical Installation.

85/16 Hairdressing.

Application forms and further details from the Principal, Oldham College of Technology, Oldham, Greater Manchester, M20 2JL. Tel: 0161 275 4444. Closing date 19th March 1985. 220026 (40355)

NORTH TYNSIDE

METROPOLITAN BOROUGH OF NORTH TYNSIDE

LECTURER GRADE I IN SPECIAL NEEDS

Required for September 1985

To teach mainly on City and Guilds Plumbing and Heating courses, and to be responsible for the co-ordination of Plumbing and Heating courses and facilities.

Salary Scale £7,548 - £12,099 per annum (Current Burham Scale).

Application forms and details obtainable from the Chief Administrative Officer at the College, Tennys Avenue, King's Lynn, Norfolk, on receipt of request with 220026 (29035)

NOTTINGHAMSHIRE COUNTY COUNCIL

CLARENDON COLLEGE OF FURTHER EDUCATION

LECTURER GRADE II IN DRAMA

Required for 1st September 1985.

For full advertisement please apply to the Secretary, Education Speech and Drama Section.

Closing date 32nd March 1985. 220026 (40277)

OXFORDSHIRE COUNTY COUNCIL

NORTH OXFORDSHIRE COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I IN BUSINESS STUDIES

Required for 1st September 1985.

Principal Lecturer

84/4 Business Studies and Information Technology.

85/5 Manufacturing Technology for CAM/CNC.

85/6 Electronic Engineering (Digital Communications).

LECTURER GRADE II / SENIOR LECTURER

85/7 Control Engineering Robotics.

85/8 Teacher Training and Staff Development.

LECTURER GRADE II

85/9 Physics (GCE A Level etc.).

85/10 General Building (for Technicians Courses).

85/11 Production Engineering (Qualifications, Experience in C&E necessary).

85/12 Theatre Studies, Drama, Speech.

LECTURER GRADE I

85/13 Business Studies (A Level).

85/14 Electronic Engineering (Qualifications, Experience in C&E necessary).

85/15 Electrical Installation.

85/16 Hairdressing.

Application forms and further details from the Principal, Oldham College of Technology, Oldham, Greater Manchester, M20 2JL. Tel: 0161 275 4444. Closing date 19th March 1985. 220026 (40355)

POWYS

POWYS COUNTY COUNCIL

LECTURER GRADE I IN BUSINESS STUDIES

Required for September 1985

To teach mainly on City and Guilds Plumbing and Heating courses, and to be responsible for the co-ordination of Plumbing and Heating courses and facilities.

Highbury College

HEALTH & COMMUNITY STUDIES DEPARTMENT

LECTURER I IN TRAVEL AND TOURISM

A Graduate is required from 1st September 1985. Applicants should preferably have some industrial experience in the field of travel and tourism. Teaching experience is desirable but it the person appointed has no recognised teaching qualification he or she will be expected to attend an in-service course of training.

Salary Scale: £5,910-£10,512 p.a.

Application forms and further details from the Secretary on extension 247. Completed applications forms to be returned within 14 days of the appearance of this advertisement.

Coatham, Portsmouth PO8 2SA Telephone (0705) 383131 (1203)

CC

CHESTER COLLEGE OF FURTHER EDUCATION

LECTURER II IN BUSINESS STUDIES

To teach Accounting and other subjects in the range Marketing/Purchasing/Distribution/Management to a variety of courses, including short courses and BTEC courses. Administrative responsibilities will be connected with Short Courses.

Applicants should be graduates with a business/commercial background and qualifications, and should have relevant teaching experience. Some involvement with training or work with small businesses would be an advantage.

Further details and application forms available from the Principal, C. D. Rees, on receipt of a stamped addressed, foolscap envelope. Closing date: 22nd March 1985.

Application forms and further details from the Principal, C. D. Rees, on receipt of a stamped addressed, foolscap envelope. Closing date: 22nd March 1985.

Application forms and further details from the Principal, C. D. Rees, on receipt of a stamped addressed, foolscap envelope. Closing date: 22nd March 1985.

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Application forms and further details from the Principal, C. D. Rees, on receipt of a stamped addressed, foolscap envelope. Closing date: 22nd March 1985.

COLLEGES OF FURTHER EDUCATION

continued

SOUTH TYNSIDE

DIRECTOR OF EDUCATION

LECTURER GRADE I IN BUSINESS STUDIES

Required for September 1985

To teach mainly on City and Guilds Plumbing and Heating courses, and to be responsible for the co-ordination of Plumbing and Heating courses and facilities.

Salary Scale £7,548 - £12,099 per annum (Current Burham Scale).

Application forms and details obtainable from the Chief Administrative Officer at the College, Tennys Avenue, King's Lynn, Norfolk, on receipt of request with 220026 (29035)

POWYS

POWYS COUNTY COUNCIL

LECTURER GRADE I IN BUSINESS STUDIES

Required for September 1985

To teach mainly on City and Guilds Plumbing and Heating courses, and to be responsible for the co-ordination of Plumbing and Heating courses and facilities.

Salary Scale £7,548 - £12,099 per annum (Current Burham Scale).

Application forms and details obtainable from the Chief Administrative Officer at the College, Tennys Avenue, King's Lynn, Norfolk, on receipt of request with 220026 (29035)

STAFFORDSHIRE

STAFFORD COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I IN BUSINESS STUDIES

Required for September 1985

To teach mainly on City and Guilds Plumbing and Heating courses, and to be responsible for the co-ordination of Plumbing and Heating courses and facilities.

Salary Scale £7,548 - £12,099 per annum (Current Burham Scale).

Application forms and details obtainable from the Chief Administrative Officer at the College, Tennys Avenue, King's Lynn, Norfolk, on receipt of request with 220026 (29035)

WARWICKSHIRE

WARWICK COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I IN BUSINESS STUDIES

Required for September 1985

To teach mainly on City and Guilds Plumbing and Heating courses, and to be responsible for the co-ordination of Plumbing and Heating courses and facilities.

Salary Scale £7,548 - £12,099 per annum (Current Burham Scale).

Application forms and details obtainable from the Chief Administrative Officer at the College, Tennys Avenue, King's Lynn, Norfolk, on receipt of request with 220026 (29035)

WARWICKSHIRE

WARWICK COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I IN BUSINESS STUDIES

Required for September 1985

To teach mainly on City and Guilds Plumbing and Heating courses, and to be responsible for the co-ordination of Plumbing and Heating courses and facilities.

Salary Scale £7,548 - £12,099 per annum (Current Burham Scale).

Application forms and details obtainable from the Chief Administrative Officer at the College, Tennys Avenue, King's Lynn, Norfolk, on receipt of request with 220026 (29035)

WARWICKSHIRE

WARWICK COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I IN BUSINESS STUDIES

Required for September 1985

Colleges and Departments of Art

Other Appointments

WILTSHIRE



CAYMAN ISLANDS GOVERNMENT DEPARTMENT OF EDUCATION

Applications are invited from qualified teachers of proven ability with appropriate qualifications for the following posts, to be filled in September 1985.

For posts in Secondary schools graduates with postgraduate qualifications will normally be required, but teachers holding a B.Ed. degree with specialisation in the appropriate field will be considered.

A minimum of five years successful experience will be required for graded posts. Entry points to scales will be determined by qualifications and experience up to a maximum of ten years.

Salary scales: Grade 1 C\$13,644-C\$19,872
Grade 2 C\$13,324-C\$18,230
Grade 3 C\$17,208-C\$24,338

There is no income tax in the Cayman Islands. C\$1=US\$1.20. Relationship to Pound Sterling varies with the US Dollar exchange rate.

VACANCIES TO BE FILLED

1. Cayman Islands High School, Grand Cayman (Comprehensive Mixed - Roll 850, Ages 14-18)
1. Head of Department, Music, with experience of brass bands and orchestras (Grade 2)
2. Teacher of Geography and History up to 'O' level in the Social Studies Department (Grade 1)
2. Teacher of Craft, Design and Technology (Grade 1)
4. Special Education Teacher. Candidate should have particular expertise and experience in working with children with language difficulties (Special School experience would be an advantage) (Grade 1)
5. Teacher of Mathematics and Computer Science up to 'A' level (Grade 1)
5. Cayman Base High School, Cayman Base (Comprehensive Mixed - Roll 160, Ages 12-18)
1. Teacher of English with responsibility for the Library (Grade 1)
2. Teacher of Mathematics (Grade 1)
3. Teacher of History/Geography (Grade 1)
4. Teacher of Art (Grade 1)

Successful candidates will additionally be expected to involve themselves in Special Education, Music or Drama. Applicants must have a successful record in preparing candidates for all British examinations.

Cayman Islands Middle School, Grand Cayman (Mixed - Roll 850, Ages 10-13)

1. Head of Department, English (Grade 3)
2. Head of Department, Religious Education (Grade 2)

The successful applicant will be responsible for reviewing and developing the English or Religious Education curriculum as appropriate. He/she will be responsible for the day to day organisation of the respective department (including homework, schedules of work, ordering and control of supplies, conduct or examinations and other means of assessment).

3. Teacher of Special Education (Maths and Science) (Grade 1, two posts)
The successful applicants will possess the necessary qualifications, experience, understanding and passion to teach small groups (about 15 per class) of students with severe learning disabilities. The Maths/Science course covers areas with overlap and complement each other.

4. Lighthouse School, Grand Cayman (School for Emotionally Disturbed)
A teacher of the emotionally disturbed with experience in 'special' schools (Grade 2)

All appointments will be for two years in first instance, but may be extended by mutual agreement.

Application forms, notes on conditions of service, including housing, medical benefits, pensions and leave and baggage entitlements are available on request from:

The Cayman Islands Government Representative, Hamilton House, 17b Duncannon Street, London W1V 7PE. Tel: 01-496 2822.

3. In the event of an interview being held by 18 March 1985, interviews will be held on Wednesday 18 March commencing at 10.00 am. All expenses incurred in travelling to and from interviews will be borne by the candidate; successful candidates, however, will have their expenses reimbursed. (12037)

Overseas Appointments continued

DOMINICAN REPUBLIC CENTRAL ROMANA CORPORATION

ABRAHAM LINCOLN SCHOOL

The Central Romana Corporation operates the Abraham Lincoln School and invites applications from suitably qualified and experienced teachers for the following positions which will be available in September 1985.

PRIMARY-INFANT SCHOOL (4-11 Years)

- 1 teacher of 6-7 year olds
- 1 teacher of 7-8 year olds
- 1 teacher of 8-9 year olds
- 1 teacher of 9-10 year olds
- 2 teachers of 10-11 year olds

Reference Code P1
Reference Code P2
Reference Code P3
Reference Code P4
Reference Code P5

Included with any one of the above posts there is also a post of responsibility. The post involves the supervision and development of the Ginn Reading Scheme as well as supervising the English scheme throughout the lower school.

SECONDARY SCHOOL (11-18 Years)

English. To assist with the teaching of English in the Senior School. Reference Code E.1.

Physical Science. To assist with the teaching of Physical Science and Physics. Some Mathematics teaching with 11-13 year olds may also be required. Reference Code P.S.1.

French. To assist with the teaching of French. This post could be a post of responsibility for a suitable candidate. Reference Code F.1.

Art. To teach Art in the Senior School. Reference Code A.1.

Mathematics. To assist with the teaching of Mathematics. The ability to also offer to teach some Computer and/or technical drawing would be an advantage. Reference Code M.1.

Geography. To teach Geography in the Senior School. Reference Code G.1.

The contracts are initially for two years with return flights paid. An attractive package of benefits is offered which includes a competitive salary and free furnished accommodation. Many sporting and leisure facilities are available as well as a comprehensive medical scheme. The Dominican Republic has a low rate of taxation.

These posts are available to single and married teachers. Please apply with a letter of application, full C.V. and a recent photograph.

In your letter you should explain your motives for wishing to work overseas, what sort of challenges you would expect to find and how you think you would cope with them.

You must give a telephone number where you can be reached during March 20-24. The names, addresses and telephone numbers of two referees must also be given. Candidates selected for interview will be contacted by telephone and interviewed in London during March 22-28.

Applications to be sent to: Mr. D. J. Tully, c/o 29 Linksdrive Drive, Pennard, Swansea, W. Glamorgan. Closing date for applications, March 20th. Please write the reference code for the post on the outside of your envelope. (12038)

Khartoum International Primary School Sudan

A private English-medium school providing education from pre-school nursery level to lower secondary based on the British educational system, for 300 children with multi-national backgrounds.

Teachers are required from August 1985 for the following posts, Infants, Lower Junior, Upper Junior, Music plus Primary subjects and Lower Secondary, Science.

CANDIDATES must be qualified, with at least one year's experience. They should be of British or Commonwealth origin, with English as mother tongue. Males or females may apply, but the present staff are female. Teaching couples, without children will also be considered.

SALARY AND CONDITIONS Contract for two years with salary on local scale, plus sterling bonus and gratuity. Free air-conditioned accommodation and utilities. Free medical care and insurance, subsidised local transport. Annual return fare paid.

For further details and an application form please contact Miss Carol Moss, Gabbitts-Thring Services Ltd, Broughton House, 6, 7, & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0181. (12039)

Gabbitts-Thring

International College Spain Calle Vereda Norte 3 La Moraleja, Madrid

International College Spain is an International School offering an Elementary and Secondary Education to students of all nationalities, boys and girls, boarding and day, in the age range 3-18. The school is housed in a modern building on a spacious campus in the wooded residential area of La Moraleja. Excellent facilities include well-equipped Science Laboratories, Art and Music Studios, Library, Gymnasium, Hard Surface Playing Areas and Playgrounds. The college opened on this new campus in 1983 and is now expanding.

Applications are invited for the following posts from September 1985.

- (1) Biology (2) Chemistry (3) English Literature
- (4) History (5) Mathematics (6) Physics.

To teach these subjects up to Higher Level. A second subject post in Mathematics, Geography or P.E. would be useful. Some posts may carry responsibility allowances for suitable candidates who may also be considered for senior posts.

- (1) International Baccalaureate Coordinator
- (2) Head of Science

Letters of Application should include a full curriculum vitae together with the names of two confidential referees. They should be addressed to the Director at the College, to arrive not later than Friday, 22nd March 1985. Full details of the posts, conditions of service and the college will be sent to candidates selected for interview, which will take place in London and Madrid in early April. (12040)

The INTERNATIONAL BACCALAUREATE SCHOOL

Amman, Jordan.

Applications are invited from Teachers to fill the following vacancies from September 1985.

ENGLISH LITERATURE SPECIALIST: Primarily for 'O' and 'A' levels, with some general English in Senior School. BFL experience an advantage.

GENERAL ENGLISH TEACHER: For Middle School. BFL qualification or experience an advantage.

SOCIAL STUDIES: Primarily to teach 'O' and 'A' level Geography, but should also be competent either to teach Middle School History or to develop and teach a Senior School General Studies course.

MUSIC: Primarily-trained, to teach ages 4-10.

PRIMARY: To teach ages 9-10 TEL. Experience an advantage.

PE: Primarily-trained, to teach ages 6-10, with special interest in music and movement.

COMPUTER STUDIES: To introduce and develop Computer Studies throughout the School.

READ OF FRENCH: Primarily for 'O' and 'A' levels, with some general French in Senior School.

READ OF MODERN LANGUAGES: A new post to take overall charge of the Arabic, English, German and French Departments. An appropriately qualified and experienced teacher is required with a good knowledge of all four languages.

The following two posts are open to JORDANIAN NATIONALS only.

SENIOR SCHOOL ARABIC: Primarily to teach 'O' and 'A' levels, plus some general Arabic.

MIDDLE SCHOOL ARABIC: To teach general Arabic to ages 10-14. In addition to having relevant qualifications and experience (preferably school overseas), candidates should be able to contribute significantly to the School's non-academic activities.

Married teaching couples without children are ideally suited. Contracts are for two years, thereafter annually renewable. Salaries equate approximately to Burnham plus 30%, and there is a terminal gratuity. Free furnished accommodation is provided together with the usual Overseas benefits.

To apply please write immediately enclosing a full C.V., the names and addresses of two referees, a curriculum vitae (if possible), copies of certificates, a recent passport-size photo, and a telephone number to Caroline Tait, a bilingual English teacher, (Surry TW 19 62W). Suitable applicants will be asked to interview in London in early April. (12040)

OVERSEAS POSTS continued

CALIFORNIA Exciting opportunity for history teacher to teach 9th-12th grade. U.S. and/or European background. Position in L.A. area. Salary \$25,000 per year. Excellent benefits. Please send resume and references to: Mr. J. J. Smith, 1234 Main St., Los Angeles, CA 90001. (12041)

EGYPT Young graduates wishing to gain experience in teaching. Apply for posts in Junior Teachers of English at Victoria College and El Nasr Girls' College. Salary according to experience, but not less than £4,700 in sterling (approximately £3,500 in local currency). For details of how to contact employers and cost, please send one second S.C. Form 57 to: Nicola, Cyprus, (19557) 460000

EGYPT EL NASR GIRLS' COLLEGE. Large English medium school requiring experienced teachers of English and Mathematics. Salary according to experience, but not less than £4,700 in sterling (approximately £3,500 in local currency). For details of how to contact employers and cost, please send one second S.C. Form 57 to: Nicola, Cyprus, (19557) 460000

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EGYPT EL NASR GIRLS' COLLEGE. Large English medium school requiring experienced teachers of English and

OVERSEAS POSTS
continued

SPAIN

Applications are invited for the following positions for September 1985 in a school for English-speaking pupils. Minimum contract 2 years. Interviews will be held in London in April.

1. **INFANT Teacher** for class of 6-year olds.

2. **JUNIOR SCHOOL Teacher** for class of 8-year olds.

3. **MIDDLE SCHOOL Teacher** for class of 11-year olds.

All applicants should be suitably qualified and have at least two years' teaching experience. Applications, with photograph, telephone number, names of two referees and full details of background and experience to: Headmaster, Kensington School, Carreras de Espinosa 84 bis. (Pedales), Barcelona 08034, Spain. 460000 (29115)

KUWAIT

For September 1985. Expanding British curriculum school seeks infant and junior teachers. Single teachers and married teaching couples without children. Terms: Tax free salary, two year contract renewable, free accommodation, fully furnished, annual London/Kuwait passport. Send curriculum vitae, recent photograph and telephone number to: The Director, c/o Flat 2, Ivory House, Katherine's Dock, London. (333633)

GREECE

TEACHERS FOR GREECE Graduate Teachers of English with teaching experience are required for a school of English in the most beautiful suburbs near Athens and the sea. Write immediately with c.v. photo and tel. number. Anglo-Spanish Interviews in London. (Klavas Schools) Markopoulou Attika, Greece (40080)

SPAIN

EFL teacher required for language school in central South. Degree and TEFL qualification necessary. Some knowledge of Spanish an advantage. Possibility of second post requiring German. Applicants should send CV and photo to Anglo Centre and photo to Spanish Centre, 208 Toledo, 460000 (40787)

SPAIN

SEPTEMBER 1985 THE INTERNATIONAL SCHOOL AT SOTOMAYOR, Costa Del Sol, Spain. Couple required to help supervise small, mixed boarding house. Beautiful surroundings. Also, reception/infant and senior science/math teachers required. Apply to the Principal, The International School at Sotomayor, Apartado 15, Sotomayor (Cadiz), 460000 (29384)

SPAIN

CHESTER COLLEGE Santiago de Compostela (Independent School) Recruitment for English Summer School (July and August 1985). 1. Nursery/Infant teachers (with at least two years' experience). If possible to teach English (and other subjects) and Spanish. Knowledge of Spanish not essential. 2. Experienced EFL teachers (with an interest in sports and other leisure activities), for age range 9-16. Some knowledge of Spanish an advantage. Apply by letter to the Director, Chester College, Apartado de Correos 758, Santiago de Compostela (La Coruna), Spain. enclosing C.V., address and telephone number. A recent photo and full details (incl. tel. number) of the referees. Interviews to be held in London. (40355) 460000

SYRIA

THE INTERNATIONAL SCHOOL OF LUSAKA Requires Primary School teachers, couples both teaching preferred, as from September 1985. Send curriculum vitae, c.v. and photo to: Mrs. A. Ruffell, Makindu High, Makindu, Kenya. (29673) 460000

TANZANIA

THE INTERNATIONAL SCHOOL OF LUSAKA Requires Primary School teachers, couples both teaching preferred, as from September 1985. Send curriculum vitae, c.v. and photo to: Mrs. A. Ruffell, Makindu High, Makindu, Kenya. (29673) 460000

ZAMBIA

THE INTERNATIONAL SCHOOL OF LUSAKA Requires Primary School teachers, couples both teaching preferred, as from September 1985. Send curriculum vitae, c.v. and photo to: Mrs. A. Ruffell, Makindu High, Makindu, Kenya. (29673) 460000

MOZAMBIQUE

MAPUTO INTERNATIONAL SCHOOL Requires Primary School teachers, couples both teaching preferred, as from September 1985. Send curriculum vitae, c.v. and photo to: Mrs. A. Ruffell, Makindu High, Makindu, Kenya. (29673) 460000

SWITZERLAND

AULON COLLEGE The Independent (Gymnasium) British International School for 250 boys and girls (11-18) in the Swiss Alps. Requires for September 1985: 1. Expeditions Manager to take charge, under the direction of the Head of Expeditions, of all expeditions, including the Mountain Leadership. 2. PE/Games Master to be responsible, under the direction of the Head of P.E., for the training and running of sports teams. Both these posts will be combined with some day teaching, preferably of Geography. 3. Learning Disabilities Specialist to provide training, diagnosis and support of a small number of pupils with minor learning difficulties. The post will involve training and support of teachers and other staff. Applicants must be prepared to respond to a challenge to work in an international community and to a full range of backgrounds will be considered. Knowledge of French and/or German is essential and 'house' school experience is desirable for all posts. Apply in own hand curriculum vitae, c.v. and photo to: The Headmaster, Aulon College, 1805 Chaudron, Switzerland. Tel: (021) 35 27 81. (29613) 460000

THE BRITISH SCHOOL OF BRUSSELS

Wishes to appoint a **HEAD TEACHER** for its First School. Apply with full curriculum vitae and photograph to The Headmaster, The British School of Brussels, Steenweg op Leuven 19, 1980 Tervuren, Belgium. (2987)

KINGS COLLEGE MADRID

WANTED FOR SEPTEMBER 1985 SENIOR DEPARTMENT (400 PUPILS, 29 STAFF) 1. Head of Physics Department Graduate with experience to teach physics to 'O' and 'A' level. G.C.E. 2. Teacher for Computer Studies and Mathematics Ability to teach to 'O' level in Computer Studies and Mathematics required. King's College has a computer room equipped with 12 BBC micro computers. 3. Teacher for Mathematics Graduate required with ability to teach the 'O' and 'A' level (pure and applied) G.C.E. 4. Head of History Department Graduate with experience to teach 'O' and 'A' level to G.C.E. Ability to teach junior geography an advantage. INFANT DEPARTMENT (200 Pupils, 10 Staff) A well qualified teacher is required for this flourishing department. King's College is an independent day and boarding school with 650 pupils between 3-10 years. The school is housed in modern purpose-built premises in 6 acres of grounds. Applications with full curriculum vitae, addresses and telephone numbers of 2 referees (including present or most recent employer) and photograph should be sent to: Headmaster, King's College, Avenida Reyes, 1, Madrid. as soon as possible. INTERVIEWS WILL BE HELD IN LONDON IN APRIL. (2987)

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EDUCATION DEPARTMENT

Adviser for Mathematics

Soulbury-Burnham H.T. Group 8 (£14,864 to £15,953). Plus London Weighting £1,038 and Casual Car User Allowance. Applications are invited from well qualified and experienced teachers of Mathematics for this new appointment commencing in September 1985, which has been accepted for Education Support Grant and is a permanent appointment. Candidates should have relevant and successful experience of teaching Mathematics in schools.

Adviser for Science

Soulbury-Burnham H.T. Group 8 (£14,864 to £15,953). Plus London Weighting £1,038 and Casual Car User Allowance. Applications are invited from well qualified and experienced science teachers for this new permanent appointment commencing in September 1985. Candidates should have specialist qualification in at least one of the major areas of the science curriculum and be able to make substantial contribution to the others. Candidates should have relevant and successful experience of teaching science in schools. Further particulars of both posts and application forms are available from Chief Education Officer, Town Hall (Room 32), Barking, Essex IG11 7LU. (Please enclose foolscap s.a.s.) Closing date: 22nd March 1985. (12969)

Barking & Dagenham LONDON BOROUGH

Education Department

PROFESSIONAL ASSISTANT (Post 16 Division)

Post E.353; Salary Scale M.1.1: £10,716-£11,562 p.a. Applications are invited from graduates with teaching experience for the post of Professional Assistant. The post offers a useful opportunity for teachers from schools or colleges to enter educational management.

The postholder will be assigned to the Post 16 Division in the first instance and will be given the opportunity to undertake tasks over the range of its activities including College administration, 6th Form provision and Adult Education, contributing to the development of these areas of the service.

Application forms and further details (for which an s.a.s. is required) are available from the County Education Officer, Grange Street, Ipswich IP4 1LJ to be returned by 28th March 1985. (12969)

Suffolk County Council

AREA CAREERS OFFICER

£11,061-£11,882

Applications are invited from qualified and well experienced officers for the post of Area Careers Officer, to be based at the Civic Centre, Enfield. This is one of two such posts in the Borough.

The ability both to lead a team and contribute to the management of the service is essential. As well as running the Enfield office, duties will include a part caseload and acting as a link officer for TVEI.

Temporary housing (up to 51 weeks), 100% removal expenses (£500 max.), generous relocation and lodging allowance - where appointee needs to move.

Application forms and further details are available from the Education Establishment Section, PO Box 56, Civic Centre, Silver Street, Enfield, Middx. EN1 3XQ. Telephone 01-861 8388. Closing date 22.3.85 please quote reference OGB/433. (12972)

London Borough of

Enfield

Administration Local Education Authority

BRADFORD

PRINCIPAL RESEARCH AND PLANNING OFFICER £14,836 - £15,381 p.a.

This key post reporting to the Assistant Director, Management & Planning offers a challenging opportunity to work with elected members and top management in the development, implementation and monitoring of educational policy and will involve taking a leading role in the production of the Directorate's Service Plan.

You must be able to demonstrate a high level of intellectual ability, hold a degree or equivalent and present evidence of innovation and achievement in policy planning. You will lead a small enthusiastic research and planning team and must possess an appreciation of research techniques and must be able to develop and manage information systems and policy planning experience. A wide range of backgrounds will be considered.

Ref: E588/YES. Agreement in co-operation with the Personnel Office, Directorate of Educational Services, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP. Tel: 0547 755330.

You are an equal opportunity employer and welcome applications from candidates of any age, sex, race or ability unless otherwise stated. CITY OF BRADFORD METROPOLITAN COUNCIL (29564)

HEREFORD AND WORCESTER COUNTY COUNCIL

REDITCH COLLEGE OF FURTHER EDUCATION, Peakham Street, Redditch, Worce. B98 8DW

DEPUTY CHIEF ADMINISTRATIVE OFFICER

Grade Scale £7,594 - £8,265

The College, which serves as a standing New Town and its surrounding areas, wishes to appoint a Deputy Chief Administrative Officer from 1st April 1985.

Applications are invited from persons of drive and initiative who are ambitious to progress to a senior administrative role in further/higher education. They should preferably hold a professional qualification and have relevant administrative experience.

The successful applicant will assist and deputise for the Chief Administrative Officer, financial aspects of the college, knowledge of computerization is essential.

Application forms and further details available from: The Principal, Redditch College, Redditch, Worce. B98 8DW. (Tel: Redditch 654071) and should be returned within 14 days of the appearance of this advertisement. Please quote reference E51. (29565) 460000

Assistant Education Officer

ADMINISTRATION - LEA

GLOUCESTERSHIRE
COUNCIL
COUNCIL CAREERS SERVICE
SENIOR CAREERS OFFICER
The holder of this post will be expected to work across the curriculum in all phases and to lead a team of advisory teachers. Salary: £14,664 to £23,963.
Application forms returnable by 31st March 1985. Further details available from the County Education Officer (MD), County Hall, Gloucester DT1 1JL. Tel: 01452 63131. Ext. 4171.
Please quote post number: 293800 480000

DORSET

COUNTY ADVISER
INFORMATION TECHNOLOGY (C0334X1)
The holder of this post will be expected to work across the curriculum in all phases and to lead a team of advisory teachers. Salary: £14,664 to £23,963.
Application forms returnable by 31st March 1985. Further details available from the County Education Officer (MD), County Hall, Dorchester DT1 1JL. Tel: 01452 63131. Ext. 4171.
Please quote post number: 293800 480000

CAMBRIDGESHIRE

EQUAL OPPORTUNITY
EMPLOYER
ASSISTANT EDUCATION OFFICER (F.E.)
Salary: Senior Management £13,500 - £17,000. Junior Management £11,000 - £14,000.
The successful applicant will be expected to work across the curriculum in all phases and to lead a team of advisory teachers. Further details available from the County Education Officer (MD), County Hall, Cambridge CB2 1RQ. Tel: 0223 317331.
Closing date: 25th March 1985. 480000

NORTHAMPTONSHIRE

ADVISORY TEACHERS
FOR PRIMARY AND SECONDARY
MATHEMATICS
1 Scale 4 Primary
2 Scale 5 Primary and Secondary
The appointment of four advisory teachers from the County's successful application for an Educational Support Grant. The successful applicant will be expected to work across the curriculum in all phases and to lead a team of advisory teachers. Further details available from the County Education Officer (MD), County Hall, Northampton NN1 2BX. Tel: 0323 317331.
Closing date: 25th March 1985. 480000

HAMMERSMITH AND FULHAM

LONDON BOROUGH OF HAMMERSMITH AND FULHAM
COUNCIL
COUNCIL CAREERS SERVICE
SENIOR CAREERS OFFICER
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Administration General

SOUTHWARK
COUNCIL
COUNCIL CAREERS SERVICE
SENIOR CAREERS OFFICER
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Please quote post number: 293800 480000

Examiners

THE ASSOCIATED EXAMINING BOARD
The Board invites applications for the following posts for the 1987 examinations:
1. CHIEF EXAMINER FOR ENGLISH (SCALE 1) at ADVANCED LEVEL
2. CHIEF EXAMINER FOR ENGLISH LITERATURE (SCALE 2) at ADVANCED LEVEL
3. CHIEF EXAMINER FOR ENGLISH LITERATURE (SCALE 3) at ADVANCED LEVEL
4. CHIEF EXAMINER FOR USE OF ENGLISH
Applicants should have a degree or equivalent qualification in English, a minimum of four years recent relevant teaching experience and a minimum of five years experience of examining at this level.
Further information and application forms may be obtained from The Secretary General, The Associated Examining Board, Wellington House, 13, Bedford Square, London WC1R 4EJ. Tel: 01-637 4111. Fax: 01-637 4112.
Closing date: 25th March 1985. 60000

CUMBRIA

CUMBRIA
COUNCIL
COUNCIL CAREERS SERVICE
SENIOR CAREERS OFFICER
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Please quote post number: 293800 480000

LAKE DISTRICT

LAKE DISTRICT
COUNCIL
COUNCIL CAREERS SERVICE
SENIOR CAREERS OFFICER
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SNOWDONIA

SNOWDONIA
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MANAGERS

MANAGERS
COUNCIL
COUNCIL CAREERS SERVICE
SENIOR CAREERS OFFICER
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SOUTH DEVON

SOUTH DEVON
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ADMINISTRATION - LEA

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EDUCATION DEPARTMENT

ASSISTANT DIRECTOR (SCHOOLS SERVICES)

£13983-£15015 per annum inclusive
This is a fourth tier post in the Education Department of a progressive Outer London Borough which is adopting a positive approach to its environmental and cultural problems and is seeking to foster cultural harmony among the various ethnic groups in the local community. The Borough is benefiting from the economic regeneration resulting from the London Dockland development scheme.
The candidate appointed will have detailed responsibilities for the administration of schools, including admission arrangements, and for aspects of the personnel management of teaching staff. In addition there will be a responsibility for professional advice in either the primary or secondary sector.
Applicants should be graduates with successful experience in both teaching and educational administration and will need to demonstrate the ability to operate effectively in a challenging, yet professionally rewarding, post.
If you wish to discuss this post informally, please contact Mr. A. W. Patten, Head of Schools Division, telephone No. 01-534 4545 Ext. 5711.
For an application form and further particulars please write to the Chief Executive, Town Hall, East Ham, London E6 2RP, or tel: 01-471 0619 (24 hour answering service). Please quote ref: ASC/436.
Closing date: 22nd March 1985.



(12372)

WARWICKSHIRE COUNTY COUNCIL

ADVISER FOR PRIMARY EDUCATION

Headship Burnham Group 9

£15,792-£17,112

Applicants should be suitably qualified with good teaching experience in Junior or Middle (8-12) schools. Experience as a headteacher and/or of advisory work would be an advantage.

Further particulars and applications forms available from the County Education Officer (ref: SP/TW/ADV), 22 Northgate Street, Warwick CV34 4SR. Please enclose S.A.E.

Closing date for receipt of applications: 22nd March, 1985.

An equal opportunities employer

(12381)

Senior Careers Officer

(Ethnic Minority)

£7,524-£9,114 p.a.

A qualified (Diploma in Careers Guidance) and experienced officer is required to organise work with ethnic minority groups and young people on career, training, educational and employment matters. The post holder will co-ordinate the activities of an Ethnic Minority Specialist Careers Officer who is responsible for unemployed (outreach) and will also co-ordinate work with those still in full time education. Benefits include flexi-time working and a Casual User Car Allowance.

Application forms and details from Personnel Dept., P.M.S.U., Civic Centre, Walsall WS1 1TP. Tel: Walsall 21244 ext. 2064/2068.
Closing date: 29.3.85.

Walsall
METROPOLITAN BOROUGH

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

LONDON

EDUCATION AND TRAINING
OFFICER
Salary range £10,185 - £12,510
The British Tourist Authority and the English Tourist Board are seeking a qualified person for the promotion and development of tourism in London. The successful candidate will be responsible for the provision of a common service, the Education and Training Unit, which will be set up to stimulate the provision of improved education and training opportunities in the tourism industry.
We are seeking to strengthen the Unit through the appointment of an Education Officer. The successful candidate will be responsible for the provision of a common service, the Education and Training Unit, which will be set up to stimulate the provision of improved education and training opportunities in the tourism industry.
The post will be based at the Board's offices in Victoria Road, London W1B 1TL. The successful candidate will be responsible for the provision of a common service, the Education and Training Unit, which will be set up to stimulate the provision of improved education and training opportunities in the tourism industry.
For further information and application forms please contact Mr. N. J. Patten, Personnel Officer, Tourism Unit, Victoria Road, London W1B 1TL. Tel: 01-471 0619 (24 hour answering service). Please quote ref: ASC/436.
Closing date: 22nd March 1985. 480000

Peripatetic Post

POWYS
COUNCIL
COUNCIL CAREERS SERVICE
SENIOR CAREERS OFFICER
The holder of this post will be expected to work across the curriculum in all phases and to lead a team of advisory teachers. Salary: £14,664 to £23,963.
Application forms returnable by 31st March 1985. Further details available from the County Education Officer (MD), County Hall, Gloucester DT1 1JL. Tel: 01452 63131. Ext. 4171.
Please quote post number: 293800 480000

University of London School Examinations Board

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Board invites applications for the following appointments:

Chief Examiners

Ordinary Level
HUMAN BIOLOGY FOR JANUARY 1986
COMPUTING STUDIES FOR JUNE 1986
ADVANCED AND ORDINARY LEVEL
JAPANESE FOR JUNE 1986

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential.
Chief examiners' duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners.
For application forms and further details write to The Secretary, University of London, School Examinations Board, Stewart House (Room 216), 32 Russell Square, London WC1B 6DN. Applicants should enclose a self addressed foolscap envelope. Completed application forms should be returned by 16 April 1985. Previous applicants for the post in Computing Studies need not re-apply.

(10000)

SHROPSHIRE EDUCATION COMMITTEE

AREA EDUCATIONAL PSYCHOLOGIST

(South Telford plus rural area)

A suitably qualified and experienced psychologist is required, to cover the above areas of responsibility. The psychologist will be expected to accept autonomy within his own area but also to participate in a variety of school-based projects developed by the team.

Application forms and further particulars from and returnable to the undersigned by 27th March, 1985.

J. Boyers, County Education Officer, Education Department, The Shirehall, Abbey Foregate, Shrewsbury SY2 6ND

(12374)

CYNGOR SIR GWYNEDD COUNTY COUNCIL

SNOWDONIA NATIONAL PARK DEPARTMENT

PLAS TAN Y BWLCH STUDY CENTRE, MAENTWROG

FIELD LECTURER

3 YEAR APPOINTMENT

Salary: £5,500-£6,114 + 7% for working irregular hours

Applications are invited from graduates in one of the Natural Sciences for the above post.
The Centre offers a large variety of courses to a wide range of students of differing backgrounds and capabilities; therefore, a knowledge of and interest in other aspects of the National Park and its heritage will be required, together with proven ability to communicate ideas and mix with people of all ages.
The person appointed will be given the opportunity to undertake research in a chosen field of interest and evidence of previous research will be an additional qualification.
A knowledge of Welsh highly desirable.
Sleeping in duty will be required for which the appropriate allowance will be paid. Board and accommodation can be provided for single persons if required.
Application forms and further particulars from County Personnel Officer, County Offices, Caernarfon. Closing date: Monday 22nd March 1985.

(12375)

CRAIGAVON BOROUGH COUNCIL

ASSISTANT SKI INSTRUCTOR

£5,397-£6,789 (plus 10% Irregular Hours Allowance)

The Council wishes to fill above vacancy this Autumn.

The Ski Slope is situated in a pleasant rural setting in the new town area of Craigavon near the southern shore of Lough Neagh some 26 miles south-west of Belfast. The Centre is a member of the British Ski Slope Operators Association.

The person appointed will become a member of a small team of Ski Instructors at the Council's Ski Slope (Dundilly, 200' feet long) which is the premier one in Northern Ireland.

Preferred Standard: Appropriately qualified (minimum of Part 1 - A.S.S.I.) with experience in teaching both adults and children. Experience also in equipment and, preferably, slope maintenance.

Application form, Job Description and further particulars are available from the Personnel Officer, Civic Centre, Lakeside Road, Craigavon, BT84 1AL.
Telephone: Craigavon (0762) 41199, Ext. 205.
Closing Date: 26th April, 1985.

(12376)

Education General Inspector

(Secondary Phase)

Soulbury H.T. Group 9
£15,792-£17,112 p.a.

Well qualified and experienced men or women are required for this challenging post in the Advisory and Inspection Service (the vacancy arises from the retirement of the present post-holder). Nottinghamshire is committed to an expanding programme of curriculum and professional development. Candidates are sought who, from a broad base of relevant skills and understanding, can contribute fully to this comprehensive programme as it relates to the field of secondary education. Relocation expenses where appropriate.

Application forms and further details are available from the Director of Education at County Hall, (Addressed 11 x 22cm) envelope with a 17p stamp please. Closing date 22nd March. Please quote ref. A12/145.

(12382)



Nottinghamshire County Council
County Hall, West Bridgford
Nottingham NG2 7DP

Department of Education and Science

H.M. Inspectors of Schools Teacher Training

Applicants are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors concerned with both initial and in-service training. HM Inspector education institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system.

Candidates should have appropriate qualifications and varied experience in teaching in schools as well as in teacher training in higher education. Those with experience in the fields of mathematics, geography or special education will be particularly welcome. Of particular interest also would be experience in the design and management of teacher education courses, and with senior management decision making in the context of higher education.

Starting salary is within the range £16,200-£21,800. Relocation expenses of up to £5,000 may be payable.

Application forms (to be returned as soon as possible and not later than 28 March 1985) and further information may be obtained from Mr. E. D. Foster, Department of Education and Science, Elizabeth House, 30 York Road, London SE1 7HP. Telephone 01-434 0788/0789/0800. Please quote ref. 13/85. The Civil Service is an equal opportunities employer.

(12383)

VOLUNTARY SECTOR CONSULTATIVE COUNCIL

A new body created by the Secretary of State for Education and Science to represent the views of voluntary aided colleges (mainly of Christian origin).

ADMINISTRATOR £7,808-£10,362
to work with the Secretary on policy, funding, research and planning. Excellent opportunity for a graduate to establish a career in education administration.

SECRETARIAL ASSISTANT £6,486-£7,668
versatile, in office skills, reception, minute-taking, willing to learn word-processing and simple computer (training provided). Shorthand not required. Suitable for a graduate or equivalent with an interest in education, or mature person with suitable experience.

Further details and application forms to be returned by 28th March from The Secretary, VBCC, 25 Marylebone Road, London NW1. Telephone 01-885 8728.

(12384)

METROPOLITAN BOROUGH OF KNOWSLEY

EDUCATION DEPARTMENT

Educational Psychologist

Soulbury Scale £8,888 - £14,979
(Readvertisement)

If you are a qualified Educational Psychologist (or if you expect to qualify later this year) and if you are interested in joining our team of 98 Psychologists and 9 Social Workers in the Schools Psychological Service in Knowsley (at school-age population ~30,000). We would like to hear from you. Please contact Mr. R. G. La Mesurier, Principal Educational Psychologist. Telephone 051-489-8136. If you would like more information, Director of Manpower and Management Services, Municipal Buildings, Kirkby, Merseyside, L32 1TX. Tel: 051-548-0242. 24 hrs. to whom applications should be returned not later than 26th March 1985.
(Previous applicants need not re-apply, they will be reconsidered.)

(12385)

HAMPSHIRE

Principal Educational Psychologist

Salary Soulbury Group 1: £18,169-£19,509

Applicants should be fully qualified Educational Psychologists with wide experience at a senior level.
The Principal Educational Psychologist will be a senior member of the County Advisory Service and will be responsible, in association with the Principal Adviser, for the direction of the school Psychological service and for the leadership of a team of some 40 educational psychologists.

Application forms and further particulars available from Education Personnel Unit, The Castle, Winchester SO9 6UG quoting post number GE.12.005 returnable by 26th March 1985.

(12386)

CRAIGAVON BOROUGH COUNCIL

ASSISTANT SKI INSTRUCTOR

£5,397-£6,789 (plus 10% Irregular Hours Allowance)

The Council wishes to fill above vacancy this Autumn.

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Telephone: Craigavon (0762) 41199, Ext. 205.
Closing Date: 26th April, 1985.

(12376)

SIGNATURE _____ DATE _____